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ABSTRACT

During the 1975-76 academic year, the California Mini-Corps, a component of the California Plan for the Education of Migrant Children, consisted of a summer and a school-year Teacher Assistant Program, the Medi-Corps Paramedical Program, a Teacher Intern Program, and an Administrative Trainee Program. Methodological approaches used to directly evaluate these five components were student examinations, professional ratings of job performance, field observations, self-analysis and appraisal techniques, quantification and validation of job activities, follow-up studies, measurement of client benefit, and management studies and reports. In general, the Teacher Assistant Programs were the most highly successful. The Medi-Corps Program showed great improvement over the 1975 programs, i.e., workload relevancy, importance of supervisorial services, and growing excellence of the preservice workshop courses. The Intern and Trainee programs needed professional, full-time supervision, separate sets of performance objectives, and a readjustment of workloads to better reflect the aspirations and abilities of the graduate students. This report also includes the followup study of ethnic background, migrancy, and careers of former students; student academic profile for active students; and a summary of the recommendations. (NQ)

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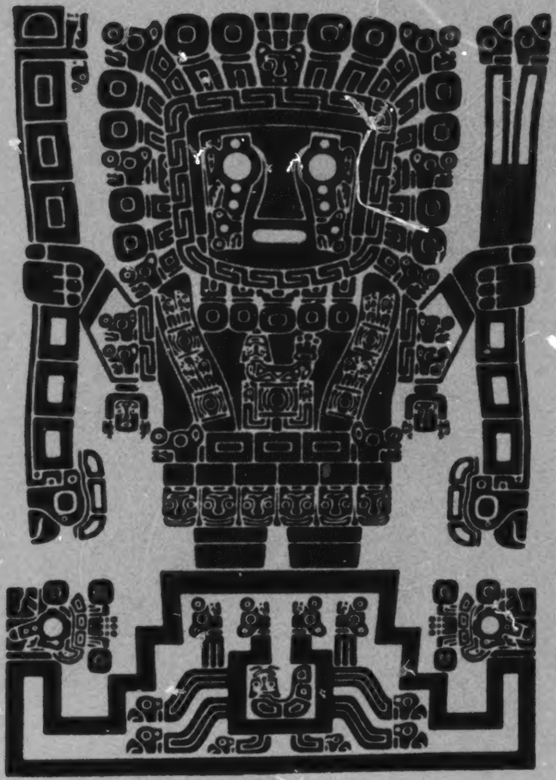

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CALIFORNIA MINI-CORPS
ANNUAL EVALUATION REPORT
1976

SUBMITTED OCTOBER, 1976

TO THE CALIFORNIA STATE DEPARTMENT

OF EDUCATION

MANUEL V. CEJA,

ASSISTANT SUPERINTENDENT AND DIRECTOR,

OFFICE OF COMPENSATORY EDUCATION

SPECIAL PROGRAMS AND SUPPORT SERVICES DIVISION

BY

THE BUTTE COUNTY SUPERINTENDENT OF SCHOOLS

OROVILLE, CALIFORNIA

DUANE G. POWERS, SUPERINTENDENT

STATE DIRECTOR MINI-CORPS

MEDI-CORPS

HERBERT C. WHITE

PREPARED BY

DR. JOSEPH P. RICE, EVALUATOR

INTRODUCTION

"California Mini-Corps" and the "California Medi-Corps" sponsored by the State Department of Education and conducted by Butte County Superintendent of Schools Office for the past eight years, provides migrant children a hope for the future. These Programs afford an excellent opportunity for local, county and state agencies to pool their resources in order to maximize educational opportunities for migrant children.

The Butte County Superintendent of Schools and his staff are proud to be associated with the agencies working with Mini- and Medi-Corps on behalf of the migrant child.

Duane G. Powers
Butte County Superintendent of Schools

PREFACE

The 1976 Evaluation Report includes relevant information describing Mini-Corps' annual effort to implement a number of component Programs, including:

- A summer Teacher Assistant Program
- A School Year Teacher Assistant Program
- The Medi-Corps Paramedical Program
- A Teacher Intern Program and
- An Administrator Trainee Program

All Mini-Corps students and personnel participated in the analysis and evaluation of these important statewide Programs. Also, over 200 supervising teachers certificated data to thoroughly evaluate the job performance of Mini-Corps Student Assistants.

California Mini-Corps has historically placed great importance on our evaluation reports as part of our continuing efforts toward self-improvement and renewal. This current report will provide the basis for a review of our performance objectives and the services we provide to migrant school children and their families.

We are grateful for the tremendous amount of work which went into this Evaluation Report by Dr. Joseph P. Rice, Chief Evaluator, Dr. Steve Rivas, Associate Evaluator and the entire Mini-Corps supervisorial staff for their vital contributions.

Herbert C. White
State Director
California Mini-/Medi-Corps

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PART I

MINI-CORPS PROGRAM ORGANIZATION AND EVALUATION DESIGN

The California Mini-Corps Program has operated as a component of the California Plan for the Education of Migrant Children since 1967 and has been funded under the provisions of Title I, ESEA, Public Law 89-10, as amended by the Migrant Amendment Public Law 89-750. This evaluation report includes data gathered from programs conducted by California Mini-Corps from September 1, 1975 through August 30, 1976. During this period, California Mini-Corps expanded its operations and programs significantly as will be reported in this evaluation study.

The California Mini-Corps Program was managed through its headquarters in Chico and its satellite office in Sacramento. The program was contracted through and administered by the Butte County Superintendent of Schools Office in Oroville. Mr. Duane Powers is Superintendent of the Butte County Superintendent of Schools Office. Mr. Herbert C. White is the State Director of California Mini-Corps. Mr. Isidro Tarango is Associate Director of Mini-Corps for Recruitment of Students and Program Logistics. Mr. Jesse Camacho is Associate Director of California Mini-Corps and is responsible for coordination of Curriculum Development, organization of preservice and inservice training and supervision of field supervisors. Dr. Joseph Rice is Associate Director of California Mini-Corps and is directly responsible for Planning and Evaluation activities. Dr. Steve Rivas, Chairman, Department of Foreign Languages, California State University, Chico, assisted in the evaluation of California Mini-Corps by administering his bilingual assessment scale to Mini-Corps students. Dr. Rivas' findings are incorporated into this evaluation report.

During the academic year of 1975-76, California Mini-Corps organized and conducted four school year teacher assistant programs in Bakersfield, in cooperation with California State College, Bakersfield; in Chico, in cooperation with California State University, Chico; in Indio, in cooperation with Region VII of Migrant Education-Dr. Charles Lawrence, Director; and in San Diego, in cooperation with California State

University, San Diego. College coordinators worked full time in three of the area school year teacher assistant programs, including: Bakersfield, Mr. Ray Zuniga; Chico, Ms. Berta Gonzalez; and San Diego, Dr. Jose Chavez. Since the Indio program was a pilot program in cooperation with College of the Desert and including less than 10 Mini-Corps student assistants, a full time coordinator was not retained for this program. However, Ms. Irene Mancillas of the Region VII Migrant Education Office assisted with the supervision and counseling of Mini-Corps school year students in this area.

During the summer of 1976, California Mini-Corps operated its summer student assistant programs in approximately 60 school districts and four Migrant Education regions. This year student supervision and program coordination was handled by 12 Team Leaders located in various regions of the state and three Outdoor Education Team Leaders. The list of Team Leaders and the areas in which they served follows:

Ana Sanchez, Region I; Manuel Reyes, Region III; Eva Acosta, Region II; Manuel Gonzalez, Region I; Frank Donez, Region I; Bill Zeller, Region II; Manuel Sanchez, Region II; Juan Martinez, Region III; Sylvia Lopez, Region II; Andres Rodarte, Region I; Art Delgadillo, Region I, Outdoor Education; Linda White, Region III, Alicia Estigoy, Region IV; Janie Cervantes, Region IV.

It should be acknowledged that California Mini-Corps contracts with approximately 80 school year supervising teachers and over 200 summer supervising teachers. While the list of names of supervising teachers would be too lengthy to record here, California Mini-Corps appreciates the conscientious and professional contributions of these supervising teachers. The workload of these supervising teachers will be amply displayed in the various ratings of student performance and anecdotal comments included in this evaluation report.

The California Medi-Corps Program was operated as a component program of California Mini-Corps for the second year. This year a full time Program Coordinator, Ms. Adriana Simmons, was retained and was assisted by three program liaisons, including Juan Roman, Charles Garcia and Mark Diaz. Ms. Tina Nevarez, a former liaison, was involved in the preparation of adult curriculum materials and slide presentations of a para-medical nature.

Another component program of California Mini-Corps was the school Administrator Trainee Program offered in cooperation with California State University, Chico. Dr. Duane Falk, Professor of Education, instructed professional career training courses for the Administrator Trainees at California State University, Chico. More detailed operational descriptions of the various California Mini-Corps component programs will be reported in the appropriate parts of this evaluation report.

California Mini-Corps Program Objectives: To date, California Mini-Corps has developed two separate sets of Program Objectives including: (1) Program and Performance Objectives for the Mini-Corps Teacher Assistant Programs, which are applicable to the four component programs of summer Mini-Corps, school year Mini-Corps, Intern Programs and Administrator Trainee Programs, and (2) Work Performance Objectives for California Medi-Corps.

It has been recognized that the Administrator Trainee Program is in need of a separate set of programmatic and work performance objectives. Time has been allotted for the Fall of 1976 to accomplish this purpose. The Administrator Trainees, meeting as a group, will develop and otherwise suggest performance objectives to be studied and compiled by college and Mini-Corps administrators. Currently, it is believed that the general program and performance objectives of Mini-Corps are generally applicable to the Intern Program since the Interns ought to represent the highest expression and achievement of these objectives.

It is also generally recognized within California Mini-Corps that the work-oriented objectives now in force for California Medi-Corps are not adequate to express all of the training and performance objectives of this program. A working committee of Medi-Corps students and the Program Coordinator, in cooperation with the statewide planning and evaluation committee, plans to develop a more meaningful and appropriate set of program and performance objectives for Mini-Corps prior to the next working session which will be the summer of 1977.

Following are listed the program and performance objectives of California Mini-Corps Teacher Assistant Program types, including summer and school year Teacher Assistant Programs, the Intern Program and the Administrator Trainee Program. Following each statement of the objective is a brief summary of the kinds of evaluation methods, tools and techniques that are used to measure the achievement of each objective. A more detailed account of the methods for evaluating the various program and performance objectives will be contained in each separate section of this evaluation report:

CALIFORNIA MINI-CORPS PROGRAM OBJECTIVES

OBJECTIVES	EVALUATION METHODS
1. Provide direct categorical services to Migrant Children which match or exceed performance standards prescribed in the California Master Plan.	Professional Ratings of Job Performance by Supervising Teachers and Mini-Corps Supervisors, monitoring and field observation by Mini-Corps administrators. Quantification and validation of job activities through submission of periodic work logs, home visitation reports and anecdotal case study diaries.
2. Increase the number of professional Educators who are specially trained, experienced and committed to work with Migrant Children.	Followup studies of former Mini-Corpspersons and graduates.

CALIFORNIA MINI-CORPS PERFORMANCE OBJECTIVES

	EVALUATION METHODS
1. The Mini-Corps students will acquire cumulative competencies in diagnosing the learning needs of Migrant Children; designing, prescribing and assessing individualized instruction consistent with the California Master Plan.	Mini-Corps students' subject matter examinations. Professional Ratings of Job Performance by Supervising Teachers and Mini-Corps Supervisors Monitoring and field observations.
2. The Mini-Corps students will acquire competencies necessary to teach basic communication skills in English including: (a) Aural-oral language development; (b) Reading development; (c) Written expression.	Student subject matter examinations. Professional ratings of job performance by Supervising Teachers and Mini-Corps Supervisors. Monitoring by field observation. Direct measurement of client benefit through pupil testing.

	EVALUATION METHODS
3. The Mini-Corps students will acquire competencies that will enable them to enhance the personal development of Migrant Children through Spanish linguistic studies, cultural studies including colloquial literature, drama, music and fine arts.	Rivas Spanish Proficiency Examination. Professional Ratings of Job Performance by Supervising Teachers. Bilingual regional staff and Mini-Corps Supervisors. Monitoring by Field Supervisors conversant with bilingual teaching methods.
4. The Mini-Corps students will acquire the competency to translate appropriate instructional materials for non-English speaking Migrant Children and communications to their parents.	Rivas Spanish Proficiency Examination. Professional Ratings of Job Performance by Supervising Teachers. Bilingual regional staff and Mini-Corps Supervisors. Monitoring by Field Supervisors conversant with bilingual teaching methods. Parent satisfaction questionnaires.
5. The Mini-Corps students will acquire personal characteristics that will enhance their role as models for Migrant Children. A suitable role model must: (a) have personal integrity; (b) have tolerance for the differences of others; (c) have a personal lifestyle that engenders respect including a high level of personal decorum and appearance; (d) convey credible career aspiration; (e) be effective in communicating with diversified individuals and groups.	Professional Ratings of Job Performance. Self-analysis and appraisal techniques.

Program objectives developed to date for California Medi-Corps relate exclusively to specific activities to be performed in the service of migrant families and their children. As noted above, California Mini-Corps will need to develop a more sophisticated set of program and performance objectives for the California Medi-Corps and this task should be accomplished by the Summer of 1977. Since the existing California Medi-Corps objectives are all stated in terms of direct services to migrant families, all of the existing objectives are measured in the same manner including the following evaluation methods:

1. The Medi-Corps Coordinator and other Mini-Corps administrators directly rate the job performance of Medi-Corps through on-site visits and observations of workloads.

2. Medi-Corps students submit to a self-analysis and appraisal technique at the end of each term of work.

3. Quantification and validation of job activities is accomplished through the filing of complex weekly work logs including activities related to clinical services, client advocacy and other supportive services.

The existing California Medi-Corps performance objectives are as follows:

1. Medi-Corpspersons, working in labor camps and community health agencies, will provide the following para-medical services to migrant families: preventive dentistry, preventive health care, including: health screening services (e.g. T.B., hypertension, diabetes, hearing, etc.), laboratory work, immunizations, practical nursing care, infant and prenatal care.

2. Medi-Corpspersons, through direct home visits and Adult Education will provide instruction to migrant families in the following areas: nutrition, preventive medicine and dentistry, infant care, orientation to community health and welfare services, community planning, conversational English.

3. Medi-Corpspersons will provide the following direct social services to migrant families in their homes and communities: arrange recreation, leisure time activities, provide consultation re: family financial, welfare, health or related problems, provide advocacy or representative services in business, legal, educational or medical transactions, provide home/school liaison.

4. As necessary to implement direct service standards, the following supportive services will be offered to migrant families: transport and care of children, food services, child enrollment and record keeping.

California Mini-Corps Evaluation Design for 1975-76: Eight major methodological approaches were used during 1975-76 to directly evaluate the five component Mini-Corps Programs. Numerous forms, examinations and logs were developed collecting these data. The various forms, logs and examinations are contained in the Appendix of this evaluation report. The Rivas Spanish Proficiency Scale and the subject matter examinations administered to Mini-Corps students are not included in the Appendix since these tests contain questions and items to be repeated for subsequent groups of Mini-Corps and Medi-Corps student examinees.

Table I, which follows, contains an abbreviated summary of the eight major methods used to evaluate Mini-Corps programs in terms of the five component programs upon which various methods were applied. For example, on the first line of Table I, labeled "Student Examinations" it can be seen that subject matter examinations including many areas like science, language development, and etc., were applied during the preservice workshops of Mini-Corps to students about to enter service in summer schools. As may be noted by studying Table I, we have not yet applied all eight major methodologies of evaluation to all of the Mini-Corps component programs.

The most difficult yet one of the most important major methods for evaluating our successes or failures is the direct measurement of client benefit. Clearly, we are lagging in the development of direct client centered measurement tools and techniques. For example, an experimental migrant pupil testing program utilizing the Wide Range Achievement Test and the Dos Amigos Verbal Language Scales in English and Spanish on a "before" and "after" basis was tried out this summer in one regional program area. This experiment was unsuccessful with few results being reported. Future measurements of client benefit will have to include new preservice training programs and massive follow up and supervision.

The evaluation process for California Mini-Corps is necessarily complex. Unlike most education programs, California Mini-Corps serves two distinct groups of clients: (1) migrant children and their families for whom Mini-Corps delivers some routine services such as tutoring and family consultation, and some unique services not supplied by other agencies such as role models of inspiration, and (2) Mini-Corps students themselves for whom we offer career preparation services.

Thus, four evaluative outcomes are possible: (1) We may successfully fulfill the objectives of both migrant children and Mini-Corps students; (2) We may fail to meet the needs of both groups; (3) We may successfully serve Mini-Corps students but fail to deliver adequate services to migrant families, or; (4) We may adequately deliver needed services to migrant families but fail to meet the pre-professional requirements of Mini-Corps students. Of course, degrees of difference are bound to be noted in any of these broad evaluative outcomes.

To further complicate the Mini-Corps evaluation process, it must be noted that the program is built upon already existing layers of implementations. For example, all Mini-Corps students, by virtue of entrance requirements, are enrolled in education, pre-medical and other pre-professional areas of study and come to us from a variety of colleges, universities and graduate schools. All of these schools support various pre-professional programs of their own such as required course sequences or counseling services devised to effectively place their students in appropriate career placements. It is virtually impossible to attribute the final success or failure of Mini-Corps students to their colleges, the California Mini-Corps Program or some combination of both.

In the area of direct services to migrant families, the situation is even more complicated. Ordinarily, the Mini-Corps Student Assistant Program is introduced into school environments in which several state and federal programs are already in place on behalf of migrant clients.

Another unpredictable factor involves our credibility to follow up former Mini-Corps students in order to establish fulfillment of our second program objective of "increasing the number of (specially trained) educators." Continuing followup studies will be reported in a section of this report, however, it will be shown that our inability to keep in contact with a majority of our former students is caused by factors not easily controlled by this Program. Furthermore, the long range impact of the program must be measured in decades not years. Typically, we enlist students early in their college careers; therefore, five to six years must pass before the typical student concludes undergraduate training, graduate work and, finally, enters a professional field of work.

Worthwhile evaluation efforts should be planned over sufficient time intervals to assure observation of complex and long-term phenomena. In the period 1974 to 1975, California Mini-Corps devoted considerable effort to the process of defining its programs and objectives. During 1975, the instruments now in use were developed and tried out. We are now in a position to measure as adequately as most universities the performance of our personnel on the job. Future planning should focus upon a two-fold approach of efficiently following the progress of our former students and measurement of target client benefit.

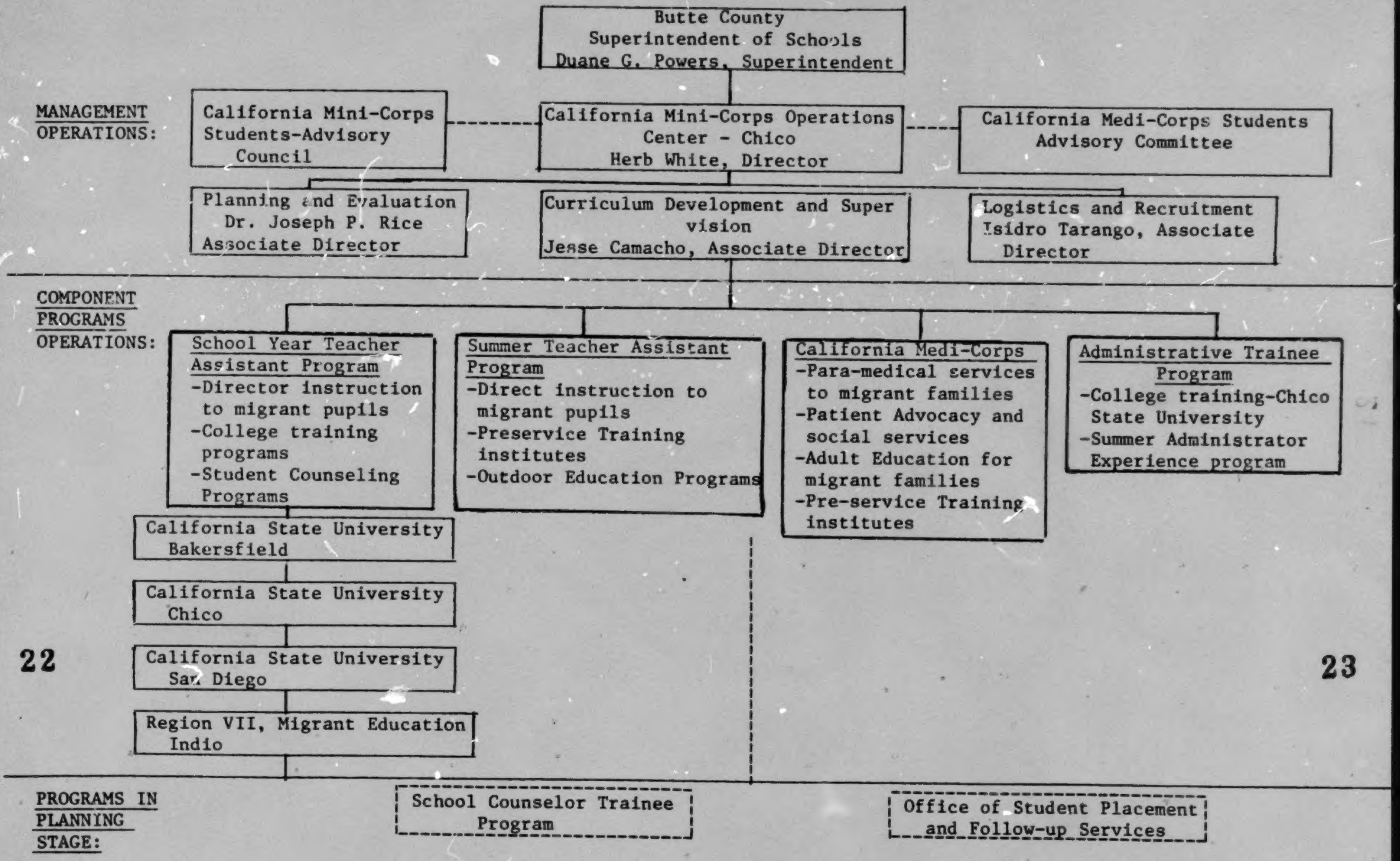
TABLE I-1

EIGHT MAJOR METHODS USED TO EVALUATE THE FIVE COMPONENT MINI-CORPS PROGRAMS
(Summer Mini-Corps, School Year Mini-Corps, Interns, Administrator Trainees, Medi-Corps)

MAJOR METHODS EMPLOYED TO EVALUATE MINI-CORPS COMPONENT PROGRAMS	DATA COLLECTED FOR:				
	Summer Mini-Corps	School Year Mini-Corps	Interns	Administrative Trainees	Medi-Corps
1. Student Examination					
Subject matter exam (science, language development)	X	X	X		
Rivas Spanish Proficiency Exam	X	X	X		
Maintenance of 2.0 GPA and major study area	X	X	X	X	X
2. Professional Ratings of Job Performance					
Evaluation by Supervising Teachers	X	X	X	X	
Evaluation by Mini-Corps Supervisors	X	X	X	X	X
3. Monitoring by Field Observation	X	X	X	X	X
4. Self-Analysis and Appraisal Techniques					
End of Term Evaluation Reports - By Students	X	X	X	X	X
End of Term Evaluation Reports - By Supervisors	X	X	X	X	X
Solicited Appraisals - From Teachers	X	X			
Appraisal of Preservice Training - By Students	X	X			X
Appraisal of Preservice Training - By Instructors	X	X			
5. Quantification and Validation of Job Activities					
Periodic Work Logs	X	X			X
Home Visitation Reports	X	X			
Anecdotal Case Study Diaries	X	X			X
6. Follow-Up Studies	X	X	X		
7. Measurement of Client Benefit					
Supervisor Analysis of Daily Lesson Plans	X	X	X		
Pupil Testing	X				
(Parent Satisfaction Polls)					
Client Follow-Up					X
8. Management Studies and Reports					
College Coordinators		X	X		
Summer Team Leaders	X		X		X
Special Group Surveys				X	X

The remainder of this 1976 Evaluation Report will be devoted to an analysis of the Mini-Corps component programs and a follow-up study. The following administrative chart displays the management structure and component programs of California Mini-Corps.

CHART I - ADMINISTRATIVE STRUCTURE OF CALIFORNIA MINI-CORPS


Butte County Superintendent of Schools Duane G. Powers, Superintendent
MANAGEMENT OPERATIONS:
California Mini-Corps Students-Advisory Council
California Mini-Corps Operations Center - Chico Herb White, Director
California Medi-Corps Students Advisory Committee
Planning and Evaluation Dr. Joseph P. Rice Associate Director
Curriculum Development and Super vision Jesse Camacho, Associate Director
Logistics and Recruitment Isidro Tarango, Associate Director
COMPONENT PROGRAMS OPERATIONS:
School Year Teacher Assistant Program
-Director instruction to migrant pupils
-College training programs
-Student Counseling Programs
Summer Teacher Assistant Program
-Direct instruction to migrant pupils
-Preservice Training institutes
-Outdoor Education Programs
California Medi-Corps
-Para-medical services to migrant families
-Patient Advocacy and social services
-Adult Education for migrant families
-Pre-service Training institutes
Administrative Trainee Program
-College training-Chico State University
-Summer Administrator Experience program
California State University Bakersfield
California State University Chico
California State University San Diego
Region VII, Migrant Education Indio
PROGRAMS IN PLANNING STAGE:
School Counselor Trainee Program
Office of Student Placement and Follow-up Services

CALIFORNIA MINI-CORPS SCHOOL YEAR PROGRAMS

Background Information:

During the 1975-76 school year, California Mini-Corps operated four school year teacher Assistant Programs at Bakersfield, Chico, Indio and San Diego. Each of the four programs was unique in terms of its setting, supervision available and the kinds of placements into which students delivered their workloads. Each of the four programs will be described in some detail below in order to orient the reader to the variations contained in each operating program. As may be noted within Table 1 on Page 9, the school year California Mini-Corps program was studied by most of the major methods used to evaluate our programs. For example, quarterly reports were obtained from the college coordinators, all school year Mini-Corps students submitted final evaluation reports including extensive narrative describing their work, and we obtained teacher as well as supervisor evaluations of all participating students.

The two programs at Bakersfield and Chico have been operated for several years and contain all of the expected components of the year round teacher assistant and training program. However, special problems were encountered with the Indio and San Diego programs which will be described below. In general, the summaries and conclusions reached in this part of the 1976 Evaluation Report will be based upon the full years' data from Bakersfield and Chico and second semester data collected from January through June 1976 from San Diego. The number of students remaining in the Indio Program by June 1976 was considered to be too small to draw conclusions, moreover there was no college coordinator retained in this area and we did not receive management reports from this program.

At the outset of the 1975-76 project year, California Mini-Corps conceptualized the four school year programs as being experimental in nature. It was thought that during the ten months of the school year programs we would be able to refine procedures, forms and guidelines for use in the summer of 1976 programs. This prediction proved to be true and we were able to develop and refine such procedures as monitor and review classroom visits, workload reporting logs, supervisor's logs, and guidelines for attendance keeping and general monitor and evaluation of our component programs. For this reason, this section of the evaluation report is essentially developmental in nature. Some of the forms through which we collected data for this part of the 1976 Evaluation Report were literally being developed during this period. For example, it will be seen that the supervising teacher evaluation reports for the 1975-76 school year program consisted of two separate documents, one document containing 13 crucial items related to the instruction of migrant children and the other form including a general list of professional characteristics supposedly typical of a person preparing to be a professional educator. By the summer of 1976, these two separate evaluation forms for use by supervising teachers had been combined into a more manageable format and resulting in a single form as 40 items weighted by using a similar format of judgements.

Thorough and reliable supervision and evaluation of the school year California Mini-Corps Programs was dependent on the retention of full time college coordinators. As noted above, full time college coordinators were retained at Bakersfield, Chico and San Diego. Table 2-1 shows the workloads of our full time college coordinators in terms of the percent of time they spent delivering selected services to students, school districts and the public. The percent of the time spent on the various activities correlated well with expectancies contained in the job description for college coordinators. For example, about 35 percent of the total time of college coordinators was expended toward the direct supervision of Mini-Corps students in school district classrooms and in the provision of advice and counseling to these students usually at the college campus. About 15 percent of their time was spent actually instructing college classes, workshops, preservice and inservice training institutes for our Mini-Corps students. The college coordinators appeared to have adjusted and integrated well into their college settings, having expended about 7 percent of their time attending college staff and planning meetings. However,

TABLE 2-1

WORKLOAD OF FULL TIME COLLEGE COORDINATORS AT BAKERSFIELD, CHICO AND SAN DIEGO BY PERCENT OF TIME SPENT ON SELECTED ACTIVITIES

TYPE OF ACTIVITY	PERCENT OF TIME SPENT ON ACTIVITY
Supervise Mini-Corps Students	
At College	9%
In classrooms	16%
in field	2%
TOTAL FOR THIS CATEGORY	27%
Attend Meetings With:	
College Staff	7%
Regional Staff	1%
Headquarters (Mini-Corps) Staff	1%
Schools	2%
TOTAL FOR THIS CATEGORY	11%
Provide advice, counseling to Mini-Corps Students	12%
Provide consultation services to:	
College	2%
Region	
Schools	1%
Headquarters	1%
TOTAL FOR THIS CATEGORY	4%
Program Administration:	
Planning	8%
Report Writing	4%
Communications	7%
TOTAL FOR THIS CATEGORY	20%
Conduct Instruction for:	
College classes	15%
Workshops (Mini-Corps)	
Attend Inservice Provided By:	
College	4%
Region	
Schools	
State	
TOTAL FOR THIS CATEGORY	4%
Other Activities In Which you Engaged	7%

only about one percent of their time was spent attending meetings and meeting with Mini-Corps Central Staff. Perhaps this is too low a figure indicating, that in the future, Central Mini-Corps Staff may have to spend more time in the delivery of pre-service and inservice training to our college coordinators.

The college coordinators expended about 20 percent of their time on program administration. A healthy 8 percent of this time was spent on planning activities and only 4 percent was involved in report writing. It is interesting to note that 7 percent of the time of our college coordinators was spent on communications with outside agencies, including regional offices, other federal programs and related education projects and programs to be found within the local school districts. On the whole, the distribution of workload was considered to be both compatible with the job description of full time college coordinators and appropriately distributed to deliver direct services to both our Mini-Corps students and the school districts we serve. Perhaps, in the future, a bit more time might be expended toward the provision of a consultation service to regional offices and school districts. A brief description of each of the four school year programs operated by California Mini-Corps during the 1975-76 school year follows including some program highlights and special problems to be considered when analyzing the data contained in the rest of this section of the Evaluation Report:

California State University, Bakersfield - California Mini-Corps has operated a school year program at Bakersfield for the past five years, therefore, the program is well established in Kern County and is well received by school districts, some of which have retained former Mini-Corpspersons as full time regular school teachers in their classrooms. In recent years, the demand for Mini-Corps student teacher assistants in Kern County classrooms has exceeded our ability to supply them. During the 1975-76 school year program at Bakersfield, our liaison and communications with the regional migrant office as well as school districts we serve was much enhanced by the retention of a college coordinator who was also an employee of the Kern County Superintendent of School's Office.

Twenty-two students, eight male and fourteen female, completed the school year program at Bakersfield. In general, forms and information were routinely collected from this group of students rendering a complete record of the 1975-76 school year program in Kern County. All of the students finishing the program were experienced, the modal student having two years past experience in Mini-Corps. The students served in various Kern County rural classrooms from kindergarten to the eighth grade. The typical Mini-Corps student served in a primary or elementary self-contained classroom in which large groups of migrant children were included.

The average student in the Bakersfield program had a grade point average at the end of the college year of 2.68 or "B-". The range of Grade Point Averages went from 1.33 to a perfect 4.00. Unfortunately, three of the 22 students ended the college year with grade point averages below 2.00 which is the minimum standard for retention in the Mini-Corps Program. If the grade point averages of these three students is eliminated, the remaining grade point average of students would be above 3.00 or a "B" average. Otherwise, no special problems may be noted for the Bakersfield Program. The Bakersfield Program along with the Chico Program should be considered a model for California Mini-Corps worthy of future replication on other college campuses. Rivas Spanish Proficiency Scores were not reported for this group of students, most of the students served in the summer, 1976 programs during which the Rivas scale was administered. Moreover, the ratings from supervising teachers and supervisors reported elsewhere in this section will show that this group of students possessed a level of Spanish language proficiency at least equivalent to the average Mini-Corps student in our program.

California State University, Chico - The California Mini-Corps Program operated at Chico State University is the oldest continuing school year program. Mini-Corps students participating in the Chico Program have become a tradition in the rural communities surrounding the city of Chico. Indicative of the warm community relations between Mini-Corps students and the greater Chico community can be witnessed by a number of spontaneous volunteer activities supported by Chico students. For example, several Chico students were involved in the development of a local radio program for Spanish-speaking children in the area which reached such children, including migrant children over a 30-mile radius of Chico. Another group of Chico students became involved in the organization and development of a folklorico dance group and a singing group which they called "Los Trobadores". This song and dance group performed at many different schools during the year and also participated in and was celebrated by many community groups. The college coordinator of the Chico year round program is a veteran with a number of years of experience as both a college coordinator and a former Mini-Corps college student. California Mini-Corps has utilized and exported many of the curriculum and other products developed at Chico for use by other year round and summer Mini-Corps Programs.

Approximately thirty students passed through the Chico program during the 1975-76 school year program and 22 students equally divided between males and females completed the program. The grade point average for students completing the program was 2.68 or a "B-" average, students ranged between a low grade point average of 2.10 to 3.00. All students falling below a grade point average of 2.00 had been eliminated from the program by May of 1976 in conformity with the Mini-Corps standards. Of the student group completing the year round program, two students were without prior experience while most of the students had one or two years of prior experience in the program. All of the students were administered the Rivas Spanish Proficiency Scale. The average student obtained an 85% rating on the Rivas Scale which compares very favorably with other Mini-Corps students in other areas. Most of the students were placed in primary or elementary self-contained classrooms which included groups of migrant pupils. Two of the students were placed in a high school environment in which they delivered direct tutoring and counseling services to high school migrant pupils.

Migrant Education, Region VII, Indio - The school year program in Indio was loosely affiliated with College of the Desert, which is a two-year community college serving youth in the greater Indio-Palm Springs region, and the regional migrant education office located in Indio. A coordinator for the program was not retained. Therefore, we did not obtain a systematic record of the development of this program. However, the program was informally supervised by personnel from the Migrant Regional Education Office. In the Fall of 1975, 12 local community college students were recruited into the program, offered a preservice academic program and were placed in elementary and junior high school classrooms in the greater Indio area. By Spring of 1976, five students had dropped out or were otherwise withdrawn from the program and 7 students remained and completed the program by Summer of 1976. As will be reported in this study, the 7 remaining Indio students tended to be more critical of the operation of the school year Mini-Corps program than were the other groups. This criticism was generated by the lack of supervision for this group of students and their comparative unfamiliarity with the program.

California State University, San Diego - The San Diego Program was initiated in the Fall of 1976. At the time, it was recognized that no migrant pupils had been formally identified within the San Diego County area. Several studies existed indicating that there may be as many as 2 to 3 thousand migrant pupils in the schools of San Diego County, however, documentation for this population was lacking. In the late Summer of 1975, the state Bureau of Migrant Education conducted several briefing sessions and workshops for school administrators in the San Diego area. By September, 1975, 20 California State University students from San Diego were recruited for a pilot Mini-Corps program including 5 men and 15 women. None of the students had any prior Mini-Corps experience. All of the students were either sophomores or juniors. This group of students received a preservice program different from students in our other school year programs. The San Diego students received instruction on how to recruit potential migrant education pupils in the community. Their preservice training stressed the scrutiny of school records, how to conduct on-site interviews with school administrators, how to interview and obtain vital information from teachers and parents and how to enroll prospective migrant pupils into MSRTS. Subsequent to their preservice training, all of the San Diego students participated in a community-wide search and identification procedure for migrant children during the entire first college semester from September 1975 through January 1976. Therefore, their exists no classroom data or rating forms for this group of students for the first college semester.

By the second college semester commencing in late January 1976, through June 1976, all of the students were placed in classrooms in San Diego County schools. The identification and enrollment of prospective migrant students had been disappointing as of December 1975. Therefore, all of the San Diego students were placed into public school classrooms in which Spanish-speaking, Mexican and Mexican-American students were enrolled. However, firm documentation for validating the pupils as being migrant was largely lacking. In an evaluation report filed June 7, 1976, it was documented that interviews had been held with most of the administrators of schools in which the San Diego Mini-Corps students were serving. Typically, the principals reported that it was "very probable that large numbers of migrant pupils attended their school, but these students were not formally identified." All of the San Diego Mini-Corps students served in elementary, junior high and high schools in which a large portion of the pupil population was of Mexican descent. In some of the schools a portion of Mexican and Mexican-American pupils approached 80% of the total pupil population in the school year. Thus, it may be confidently stated that the San Diego Mini-Corps students received training in classrooms that were well suited to prepare them for careers in bilingual and migrant education even though the Spanish-speaking pupils and pupils of Mexican descent within the classrooms in which they served were largely unidentified for the technical purposes of migrant education.

The academic standing of the San Diego Mini-Corps students were somewhat higher than at the other colleges with a grade point average of 2.92 or a straight "B" average. The grade point averages ranged between a low of 2.0 and a high of 3.5. All students were administered the Rivas Spanish Proficiency Scale. On the average, these students earned a 90% grade on this test. No student scored below 80% and several students obtained near perfect scores. This group of students appeared to be more proficient in the Spanish language than the average Mini-Corps student elsewhere.

Preservice and Inservice Training: Because the school year programs were started at different periods in the Fall of 1975 and due to the fact that two of the programs; namely, in Indio and San Diego were new to Mini-Corps, the preservice and inservice programs varied considerably from place to place. Mini-Corps students from Bakersfield, Chico and San Diego attended a common preservice workshop held on the San Diego State University campus in late August 1975. A special preservice workshop was held for the community college students in Indio in mid-September, 1975. Thereafter, Mini-Corps students attending the three university affiliated programs received rather intensive inservice training programs usually occuring at least once a month. The Indio students received no further inservice training after September, 1975 and their disappointment with the situation is reflected in the ratings which follow.

The preservice and inservice training programs offered to school year Mini-Corps students is summarized and the student ratings are tabulated in Table 2-2. The preservice workshop was rated highly by students from Bakersfield and San Diego while the

Chico students tended to downgrade the significance and usefulness of the preservice workshop. This finding is difficult to interpret since the students from Bakersfield and Chico are very similar in the sense of being experienced Mini-Corps students with similar academic backgrounds.

The inservice training program at Bakersfield highlighted culturally related topics such as music or understanding and liaison with such groups as Mexican-American educators. The highlighted topics were rated very high or above average by most of the students.

The Chico inservice training program highlighted teaching skills of reading, writing, and all language. These subjects were rated above average by most students attending.

The San Diego inservice training program tended to be intensive as compared with Bakersfield and Chico and covered a wider range of topics, usually dealing with preservice teaching techniques. In most cases, a majority of the San Diego students rated most of the subject matter and techniques workshops as very high or above average.

At the end of the school term in June of 1976, all of the year round students were asked to render global evaluations of the quality of the inservice training program and the quality of the general college course work. These ratings are particularly significant because they were done at the end of the training and classroom experience periods after which the student should have a better understanding of the kinds of preservice and inservice training which were of genuine use to him as he worked in actual classroom environments.

When students evaluated "the overall quality of the inservice training you received this past school year", the results were as follows:

	Excellent	Good	Fair	Poor
Bakersfield	47.6%	38.1%	14.3%	0%
Chico	23.8%	52.3%	14.3%	9.5%
Indio	20 %	20 %	40 %	20 %
San Diego	70.6%	23.2%	6.2%	0%

TABLE 2-2

STUDENT EVALUATION OF PRESERVICE AND INSERVICE TRAINING

TYPE OF TRAINING AND LOCATION	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	LOW
BAKERSFIELD Culture Through Music	71%	18%	12%	--	--
Inservice and Orientation	50%	42%	8%	--	--
Interpersonal Teaching	22%	22%	44%	11%	--
San Diego Preservice Training	63%	38%	--	--	--
National Bilingual Workshop	29%	43%	29%	--	--
Mexican-American Education Workshop	50%	50%	--	--	--
CHICO H-200 and ESL	29%	59%	6%	6%	--
Reading and Choosing Books	29%	57%	14%	--	--
Writing and Oral Language	20%	80%	--	--	--
Health Services	34%	66%	--	--	--
Dancing	40%	60%	--	--	--
San Diego Preservice Training	--	34%	66%	--	--
INDIO Preservice Training	33%	66%	--	--	--
Reading and Teaching Techniques	33%	66%	--	--	--
SAN DIEGO Identification of Migrant Children Preservice	39%	39%	15%	8%	--
Writing Behavioral Techniques	31%	54%	8%	8%	--
Improving Important Behavorial Objectives in the Learning Process	33%	42%	25%	--	--
Requirements & Procedures for Admission Into the School of Education	38%	46%	8%	8%	--
Review on Writing Behavioral Techniques	31%	38%	31%	--	--
Introduction fo the Principals of Learning for Mastery	36%	45%	18%	--	--

TABLE 2-2 (cont'd)

TYPE OF TRAINING AND LOCATION	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	LOW
SAN DIEGO (cont'd)					
Schmerler Approach to Teaching Reading and Spelling	86%	7%	--	7%	--
Classroom Management	15%	62%	15%	8%	--
Reading Techniques	83%	17%	--	--	--
Additional Reading Techniques	82%	18%	--	--	--
Counseling of Minority Group Students	67%	33%	--	--	--
Theory of Bilingual-Bicultural Education	62%	23%	8%	8%	--
Use of Diagnostic Tools	38%	46%	15%	--	--
Oral Language Assessment	50%	42%	--	8%	--
Bilingual Education Workshop	79%	7%	7%	7%	--

The preceding table demonstrates considerable student satisfaction with the inservice training programs at Bakersfield and San Diego while the students at Chico were somewhat more critical and the students at Indio, as expected, tended to be dissatisfied with the inservice training program probably because it was largely nonexistant.

Another indication of Mini-Corps student satisfaction with the quality of the year round program was obtained by asking the students to evaluate "the overall quality of your college course work in preparing you to teach migrant children". The ratings of the college students follow:

	Excellent	Good	Fair	Poor
Bakersfield	22.2%	22.2%	33.3%	22.2%
Chico	15.8%	57.8%	15.8%	10.5%
Indio	50%	0%	50%	0%
San Diego	25.5%	49.5%	15.6%	10.4%

The preceding data demonstrate a dramatic improvement in Mini-Corps student satisfaction with their college course work as compared with data collected last year when a majority of students at all colleges rated the overall quality of their college course work as "Fair" to "Poor". This year, a majority of students at Chico and San Diego rated the overall quality of their college course work as being either "Excellent" or "Good" while the majority of the students at Bakersfield continued to rate their overall college program as only "Fair" to "Poor". The student ratings from Indio must be considered inconclusive since only a small number of students responded and it is unclear if they are enrolled in authorized pre-education training programs at their community college of attendance. However, upon retention of a full time program coordinator for the Indio program for next year, this factor ought to be investigated further.

Student Workload: Guidelines for student attendance and workload controls were developed during the 1975-76 school year but were not implemented until the Summer program of 1976. Monitor and review visits to school districts revealed frequent complaints from school principals and supervising teachers concerning the lack of attendance policy and rigorous student conformity to the schedules of the school to which they were assigned. In a few cases, student attendance in the classroom of their assignment was erratic and in these cases disciplinary action was undertaken. Many principals complained about the discontinuity between college recesses and public school holidays. A majority of principals and supervising teachers complained about the unreality of school year Mini-Corps commitments. They pointed out that many of our Mini-Corps students are marginal or "C" average and simply cannot devote 20 full hours of service to a public school program on top of a full college workload. Moreover, the typical year round Mini-Corps student has to travel 30 miles a day to and from the college of his attendance and the rural classroom in which he works.

Table 2-3 was constructed by choosing 89 Weekly workload Logs of students from Bakersfield, Chico and San Diego and compiling average workloads of Mini-Corps students in terms of the percent of their effort which was devoted to the list of selected activities contained in Table 2-3. Column 1 of Table 2-3, labeled "Expected" signifies our best estimate of the proportion of time which should be expended in each of the four major work activities (e.g., Planning 15%, Instruction 60%, Home 20% and Supportive 5%).

TABLE 2-3

AVERAGE WORKLOAD OF SCHOOL YEAR MINI-CORPS STUDENTS

ACTIVITIES AND SERVICES PERFORMED	EXPECTED WORKLOAD	PERCENT OF TIME WITHIN SUB-CATEGORY SPENT ON ACTIVITY	PERCENT OF OVERALL TIME SPENT ON ACTIVITY
PLANNING (Indirect Service)			
Inservice Training (as participant)		36%	8%
Inservice Training (as planner or presentor)		11%	2%
Child Diagnostic Services (Assessment)		5%	1%
Other Pupil Personnel Services		3%	0.7%
Health and Welfare		1%	0.3%
Family Services		5%	1%
Community Liaison		3%	0.6%
Advisory Committees		3%	0.7%
Preparation (lessons, curric.)		29%	6%
Other		3%	0.7%
TOTAL PLANNING	15%	100%	21.0%
INSTRUCTION (Direct Service)			
Adult Education		0.7%	0.4%
Math		15%	9%
Bicultural		7%	4%
Reading		15%	9%
Oral Language		13%	8%
ESL		8%	5%
Science		5%	3%
Social Science		5%	3%
Homemaking		0.7%	0.4%
Arts and Crafts		7%	4%
Music		6%	4%
Physical Education		6%	3%
Playground Supervision		8%	5%
Other		4%	3%
TOTAL INSTRUCTION	60%	100%	60.0%
HOME/FAMILY/COMMUNITY (Direct)			
Related Community Activity		44%	5%
Consultation to Family		11%	1%
Translation Services		15%	2%
Acting As Advocate For Family		6%	0.7%
Home/School Liaison Visitation		21%	3%
Other		4%	0.4%
TOTAL FAMILY SERVICES	20%	100%	12%
SUPPORTIVE SERVICES (Direct)			
General Administration Tasks		11%	0.7%
Transport and Care of Children		13%	0.8%
Food Services Activities		9%	0.5%
Counseling to Students		31%	2%
Identification and Enrollment		4%	0.2%
Health, Welfare & Attendance		7%	0.4%
Other		24%	2%
TOTAL SUPPORTIVE SERVICES	5%	100%	6%

Supervisor Evaluations: During the 1975-76 school year, evaluation of student performance were collected at the end of each semester from all supervising teachers. Incomplete results were obtained in the Indio area and are omitted from this report which includes only end of year supervising teacher evaluations for the Bakersfield, Chico and San Diego Programs. During this period, two separate evaluation devices were used. A Checklist Evaluation of Activities related to preparation for migrant education as well as a rating sheet for personal characteristics were used. By the Summer of 1976, these two forms had been combined into a single Checklist Evaluation Form which utilizes a similar format for the evaluation of teaching skills, personal characteristics and professional attributes. All 13 of these listed knowledges and activities contained in Table 2-4 have traditionally been considered essential ingredients in the preparation of teachers preparing to serve migrant pupils.

Table 2-4 summarizes the supervising teacher ratings of school year Mini-Corps students engaged in actual classrooms in the Bakersfield, Chico and San Diego areas. In general, each Mini-Corps student was supervised by a different teacher, thus, the numbers of supervising teachers were equal to the number of Mini-Corps student assistants, approximately 25 at each location. The most discouraging finding is that large proportions of the students are failing to function in the area of these priority activities during their actual classroom experience. A study of Table 2-4 reveals that more than a majority of students on all campuses apparently do not become involved with the assistance in following up of absentees among migrant pupils, nor do a majority work with migrant parents in aiding them to secure family services. Also, a surprisingly large proportion of students on all campuses are not functioning in the area of assisting with instruction in Mexican-American history and culture.

On all of the campuses, there is a tendency for students to excell in the areas of being effective and suitable as a role model for migrant children and understanding the needs of these children. Item 14 at the end of this Checklist demonstrates the continuing confidence of the supervising teachers for the performance of our Mini-Corps students with most teachers rating the students as above average or outstanding.

TABLE 2-4

COMPARATIVE CHECKLIST EVALUATIONS OF SCHOOL YEAR MINI-CORPS STUDENTS AT
BAKERSFIELD, CHICO AND SAN DIEGO BY SUPERVISING TEACHERS
JUNE, 1976

DEMONSTRATED KNOWLEDGES OR ACTIVITIES RELATED TO MIGRANT EDUCATION	DID NOT FUNCTION	Those Who Did Function Were Rated as (By Percent):			
		Excellent	Good	Fair	Poor
1. Understanding of migrant children and sensitivity to their needs:					
Bakersfield	--	64%	32%	4%	--
Chico	19%	61%	39%	--	--
San Diego	--	80%	20%	--	--
2. Help provided to the teacher in understanding the needs of migrant children:					
Bakersfield	12%	46%	41%	13%	--
Chico	25%	50%	33%	8%	8%
San Diego	13%	46%	46%	8%	--
3. Understanding of his role and his relationships with the teacher in the classroom:					
Bakersfield	--	60%	32%	4%	4%
Chico	19%	54%	23%	23%	--
San Diego	--	63%	37%	--	--
4. Effectiveness in providing actual instruction in Spanish as needed:					
Bakersfield	--	75%	17%	8%	--
Chico	--	50%	50%	--	--
San Diego	--	93%	7%	--	--
5. Effectiveness as an interpreter between teachers and Spanish-speaking children and parents:					
Bakersfield	--	67%	24%	10%	--
Chico	4%	77%	23%	--	--
San Diego	3%	75%	17%	8%	--
6. Effectiveness in assisting with instruction in Mexican-American history and culture:					
Bakersfield	16%	56%	20%	8%	--
Chico	38%	80%	20%	--	--
San Diego	53%	71%	29%	--	--
7. Effectiveness as a suitable role model for migrant children:					
Bakersfield	--	60%	28%	12%	--
Chico	--	77%	23%	--	--
San Diego	--	73%	20%	7%	--
8. Effectiveness in assisting with follow up of absenteeism:					
Bakersfield	20%	55%	35%	10%	--
Chico	65%	67%	33%	--	--
San Diego	60%	33%	50%	17%	--

TABLE 2-4 (cont'd)

DEMONSTRATED KNOWLEDGES OR ACTIVITIES RELATED TO MIGRANT EDUCATION	DID NOT FUNCTION	Those Who Did Function Were Rated As (By Percent):			
		Excellent	Good	Fair	Poor
9. Demonstrated knowledge of techniques of teaching and working with migrant children:					
Bakersfield	4%	67%	21%	8%	4%
Chico	3%	50%	43%	7%	--
San Diego	--	36%	64%	--	--
10. Demonstrated knowledge of techniques of English as a second language:					
Bakersfield	12%	64%	24%	8%	--
Chico	6%	40%	53%	7%	--
San Diego	25%	38%	38%	--	--
11. Demonstrated knowledge of techniques of classroom management; techniques of discipline:					
Bakersfield	8%	52%	30%	17%	--
Chico	19%	39%	46%	15%	--
San Diego	--	19%	75%	6%	--
12. Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies:					
Bakersfield	32%	48%	8%	12%	--
Chico	50%	38%	50%	13%	--
San Diego	75%	100%	--	--	--
13. Demonstrated ability to work cooperatively with other members of the educational team (such as other paraprofessionals, administration and instructional specialists:					
Bakersfield	8%	52%	39%	4%	4%
Chico	19%	44%	25%	13%	--
San Diego	6%	67%	27%	7%	--

I believe this person has the following potential as a teacher:

	Bakersfield	Chico	San Diego
Outstanding	56%	47%	56%
Above Average	28%	40%	38%
Average	16%	7%	6%
Below Average	--	7%	--
Should be Encouraged To Consider Another Profession	--	--	--

Table 2-5 displays the ratings assigned by supervising teachers to Mini-Corps students on personal characteristics, human relations, community involvement and professional involvement. Findings are similar to those contained in Table 2-4 with the typical student obtaining fairly high ratings in the excellent and good categories. However, too many students were not observed working or interacting in the area of community involvement. Also, comparatively lower scores were to be found in the areas of professional competence. This would indicate the need for strengthening pre-service and in-service programs in such areas as planning and organization of curriculum, class curriculum planning, oral and written expression and knowledge and use of teaching methods.

Most of the rating scale items relating to the fifth Mini-Corps performance objective having to do with "being a role model" were graded very highly, usually in the excellent category by supervising teachers indicating that this is probably the most well implemented of the five performance objectives. The only exception to this observation is in the area of originality and leadership potential; both of these qualities being rated comparatively lower than the other personal characteristics and human relationship qualities. For this school year program, and again scanning the variety of Checklist items having to do with professional competency, indicates that the least well implemented of the performance objectives are No. 1, striving for diagnostic and individualized education, and No. 2, the acquisition of competencies necessary to teach basic communication skills in English. The school year Mini-Corps students, in general, tend to obtain higher ratings than do the summer Mini-Corps as a whole in the third performance objective dealing with the acqusition of competencies in Spanish linguistic studies and Objective 4 dealing with the translation of appropriate instructional materials for non-English-speaking migrant children.

TABLE 2-5

SUPERVISING TEACHERS RATE SELECTED PERSONAL AND PROFESSIONAL CHARACTERISTICS OF MINI-CORPS STUDENTS AT BAKERSFIELD, CHICO AND SAN DIEGO, JUNE 1976

Characteristics Rated	Excellent	Good	Fair	Unsatisfactory	Not Observed
PERSONAL					
Health and Vitality					
Bakersfield	80%	20%	--	--	--
Chico	50%	50%	--	--	--
San Diego	75%	25%	--	--	--
Personal Appearance					
Bakersfield	80%	20%	--	--	--
Chico	65%	35%	--	--	--
San Diego	63%	31%	6%	--	--
Poise					
Bakersfield	64%	32%	4%	--	--
Chico	63%	31%	6%	--	--
San Diego	75%	25%	--	--	--
Voice and Speech					
Bakersfield	52%	48%	--	--	--
Chico	53%	35%	12%	--	--
San Diego	50%	38%	13%	--	--
Judgement					
Bakersfield	48%	36%	6%	--	--
Chico	59%	35%	--	--	--
San Diego	75%	25%	--	--	--
Enthusiasm					
Bakersfield	80%	16%	4%	--	--
Chico	77%	18%	6%	--	--
San Diego	81%	19%	--	--	--
Sense of Humor					
Bakersfield	72%	24%	4%	--	--
Chico	69%	31%	--	--	--
San Diego	88%	13%	--	--	--
Dependability					
Bakersfield	68%	16%	12%	4%	--
Chico	50%	38%	13%	--	--
San Diego	69%	25%	6%	--	--
Originality					
Bakersfield	46%	38%	17%	--	--
Chico	46%	53%	8%	--	--
San Diego	44%	56%	--	--	--
HUMAN RELATIONS					
Respects attitudes and opinions of others					
Bakersfield	58%	38%	--	4%	4%
Chico	81%	19%	--	--	--
San Diego	94%	6%	--	--	--
Works harmoniously with others					
Bakersfield	75%	21%	--	4%	--
Chico	81%	19%	--	--	--
San Diego	94%	--	6%	--	--

TABLE 2-5 (cont'd)

Characteristics Rated	Excellent	Good	Fair	Unsatisfactory	Not Observed
Accepts criticism and suggestions					
Bakersfield	67%	25%	4%	4%	--
Chico	81%	19%	--	--	--
San Diego	94%	--	6%	--	--
Exhibits leadership potential					
Bakersfield	71%	25%	4%	--	--
Chico	44%	38%	--	--	--
San Diego	63%	38%	--	--	--
COMMUNITY INVOLVEMENT					
Ability to relate with parents					
Bakersfield	75%	19%	6%	--	--
Chico	55%	46%	--	--	--
San Diego	100%	--	--	--	--
Ability to bring forth an awareness of the educational program to the parents in the community					
Bakersfield	75%	19%	6%	--	--
Chico	44%	33%	22%	--	--
San Diego	100%	--	--	--	--
Interest and sincerity in providing ideas, opinions at Parent Advisory Board Meetings.					
Bakersfield	67%	22%	11%	--	--
Chico	50%	50%	--	--	--
San Diego	100%	--	--	--	--
PROFESSIONAL COMPETENCE					
Knowledge of Subject Matter					
Bakersfield	55%	27%	18%	--	--
Chico	62%	39%	--	--	--
San Diego	38%	63%	--	--	--
Quality of Planning and organization					
Bakersfield	48%	33%	19%	--	--
Chico	54%	23%	23%	--	--
San Diego	40%	47%	13%	--	--
Knowledge and Use of Teaching methods					
Bakersfield	46%	41%	14%	--	--
Chico	23%	69%	8%	--	--
San Diego	38%	56%	6%	--	--
Oral and Written Expression					
Bakersfield	52%	44%	4%	--	--
Chico	36%	55%	9%	--	--
San Diego	50%	44%	6%	--	--

TABLE 2-5 (cont'd)

Characteristics Rated	Excellent	Good	Fair	Unsatisfactory	Not Observed
Ability to motivate students					
Bakersfield	48%	48%	4%	--	--
Chico	62%	39%	--	--	--
San Diego	63%	38%	--	--	--
Consistent Pupil Control					
Bakersfield	52%	33%	14%	--	--
Chico	58%	33%	8%	--	--
San Diego	50%	38%	13%	--	--
Classroom Management					
Bakersfield	42%	47%	11%	--	--
Chico	40%	40%	20%	--	--
San Diego	64%	21%	14%	--	--
Attention to Individual Differences					
Bakersfield	73%	18%	9%	--	--
Chico	46%	46%	9%	--	--
San Diego	75%	19%	6%	--	--
Professional attitude toward cooperating teacher					
Bakersfield	71%	25%	--	4%	--
Chico	69%	31%	--	--	--
San Diego	88%	13%	--	--	--

End of Year Program Evaluation By Students: In June of 1976, all of the school year Mini-Corps students submitted an End of Year Evaluation Form in which they described their successful and unsuccessful experiences, rendered a self-rating of their performance within all five of the MIni-Corps performance objectives and rated selected aspects of the program such as the classroom and college supervision they received.

Following are the statements of the five Mini-Corps performance objectives showing the percent of students indicating that they received training toward fulfillment of this objective during the 1975-76 academic year, the percent of students who felt they obtained practical on-the-job experience and how to implement this objective during the school year and a self-rating or a sort of "self-confidence rating" in which the students express the level of attainment toward each objective they feel they have reached by the end of the school year. In the information which follows, the reader will observe between school differences in all of the dimensions measured as well as rather clear differences in the levels of confidence achieved in the various performance objectives measured:

OBJECTIVE I: The Mini-Corps students will acquire cumulative competencies in diagnosing the learning needs of migrant children; designing, prescribing and assessing individualized instruction consistent with the California Master Plan.

--Percent of students receiving training toward this objective during 1975-76:
Bakersfield - Yes: 57% No: 43%
Chico - Yes: 89% No: 11%
San Diego - Yes: 100% No: --

--Percent of students obtaining on the job experience in implementing this objective during 1975-76:
Bakersfield - Yes: 96% No: 4%
Chico - Yes: 83% No: 17%
San Diego - Yes: 92% No: 8%

--Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the 1975-76 school year:

	Professional Level	Advanced College Level	College Student Level	Average Teacher Aide Level	Need Improvement or Dissatisfaction
Bakersfield	17%	35%	22%	13%	13%
Chico	11%	22%	22%	28%	17%
San Diego	17%	50%	8%	17%	8%

Objective #1 Comment: Most students indicate that they have received on the job experience in implementing this most important objective of diagnosing the learning needs of migrant children and individualizing their instruction. However, a large proportion of the students at one campus indicate that they did not receive training during the 1975-76 school year in this area. Confidence ratings are comparatively low for this objective with about 15% of the students overall indicating that they need improvement and almost half of the students at one campus only rating themselves at an average teacher aide level, or needing improvement.

OBJECTIVE II: The Mini-Corps students will acquire competencies necessary to teach communication skills in English including: (a) aural-oral language development, (b) reading development, (c) written expression.

--Percent of students receiving training toward this objective during 1975-76:

Bakersfield	- Yes: 73%	No: 27%
Chico	- Yes: 100%	No: --
San Diego	- Yes: 92%	No: 8%

--Percent of students obtaining on the job experience in implementing this objective during 1975-76:

Bakersfield	- Yes: 100%	No: --
Chico	- Yes: 89%	No: 11%
San Diego	- Yes: 100%	No: --

--Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the 1975-76 school year:

	Professional Level	Advanced College Level	College Student Level	Average Teacher Aide Level	Need Improvement or Dissatisfaction
Bakersfield	23%	18%	26%	22%	22%
Chico	6%	22%	28%	22%	22%
San Diego	18%	45%	18%	18%	--

Objective #2 Comment: Almost all of the students at all campuses indicate that the received training and also on the job experience in this objective. Confidence ratings are about average with only one campus indicating some self-doubt about their ability to perform this objective at a college student level. It was noted earlier in this section of the Evaluation Report that supervising teachers, however, felt that this was one of the weakest objectives comparatively in terms of implementation.

OBJECTIVE III: The Mini-Corps students will acquire competencies that will enable them to enhance the personal development of Migrant Children through Spanish linguistic studies, cultural studies including colloquial literature, drama, music and fine arts.

--Percent of students receiving training toward this objective during 1975-76:

Bakersfield - Yes: 81% No: 19%
Chico - Yes: 77% No: 23%
San Diego - Yes: 92% No: 8%

--Percent of students obtaining on the job experience in implementing this objective during 1975-76:

Bakersfield - Yes: 86% No: 14%
Chico - Yes: 65% No: 35%
San Diego - Yes: 92% No: 8%

--Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the 1975-76 school year:

	Professional Level	Advanced College Level	College Student Level	Average Teacher Aide Level	Need Improvement or Dissatisfaction
Bakersfield	23%	18%	18%	23%	36%
Chico	6%	24%	35%	6%	24%
San Diego	8%	42%	8%	9%	33%

Objective #3 Comment: While most of the students, except at Indio, report that they received both training and on the job experience in implementing the objective for Spanish linguistic studies, the confidence ratings for this objective are among the lowest recorded with more than a third of the students overall feeling they need improvement. This finding corresponds with data collected elsewhere indicating that California Mini-Corps may not be providing sufficient preservice and inservice training in this competency area.

OBJECTIVE IV: The Mini-Corps students will acquire the competency to translate appropriate instructional materials for non-English-speaking Migrant Children and communications to their parents.

--Percent of students receiving training toward this objective during 1975-76:

Bakersfield - Yes: 55% No: 45%
Chico - Yes: 72% No: 28%
San Diego - Yes: 50% No: 50%

--Percent of students obtaining on the job experience in implementing this objective during 1975-76:

Bakersfield - Yes: 95% No: 5%
Chico - Yes: 83% No: 17%
San Diego - Yes: 83% No: 17%

--Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the 1975-76 school year:

	Professional Level	Advanced College Level	College Student Level	Average Teacher Aide Level	Need Improvement or Dissatisfaction
Bakersfield	23%	36%	14%	18%	9%
Chico	21%	21%	36%	7%	14%
San Diego	27%	36%	9%	18%	9%

Objective #4 Comment: As was found in the self-ratings of Objective 3, Mini-Corps students report that they are not obtaining sufficient training in the area of translating instructional materials and communications. However, the students express a comparatively higher confidence rating in their ability to perform this task even though they have not received sufficient pre-service training. This finding will be amplified as we analyze the Rivas Bilingual Test results in Part VII of this Evaluation Report. It will be shown that, even though the students have apparently high self-confidence ratings in this area, they require considerable improvement in the ability to write and read Spanish.

OBJECTIVE V: The Mini-Corps students will acquire personal characteristics that will enhance their role as models for Migrant Children.

--Percent of students receiving training toward this objective during 1975-76:

Bakersfield - Yes:67% No: 33%
Chico - Yes:89% No: 11%
San Diego - Yes:92% No: 8%

--Percent of students obtaining on the job experience in implementing this objective during 1975-76:

Bakersfield - Yes: 95% No: 5%
Chico - Yes: 100% No: --
San Diego - Yes: 92% No: 8%

--Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the 1975-76 school year:

	Professional Level	Advanced College Level	College Student Level	Average Teacher Aide Level	Need Improvement or Dissatisfaction
Bakersfield	30%	40%	20%	5%	5%
Chico	11%	44%	28%	5%	11%
San Diego	25%	42%	25%	8%	--

Objective #5 Comment: The data indicate, that as far as students are concerned, this is the most successfully implemented objective. These data tend to support the ratings of supervising teachers, who, it has already been shown, also feel that the objective of enhancing themselves as role models is the most successfully implemented of the five major California Mini-Corps performance objectives.

Table 2-6 records the ratings of year round students of selected important program factors during the 1975-76 school year. It may be seen that the Mini-Corps students thought highly of the quality of their classroom experience as well as the supervision they received from their supervising teacher. However, there was comparatively high dissatisfaction with the supervision received from their college supervisors at two of the four program sites.

While the proportion of the satisfaction with the quality of their college course work has improved markedly since 1974-75, a large proportion, as high as 50%, of the students still do not feel that their college is adequately preparing them to teach migrant children.

The lowest rated factor is that of communications with the state-wide Mini-Corps operations with half or more of the students at all of the campuses apparently feeling that such communications are fair to poor. Another area of comparative dissatisfaction with performance was in the area of direct supportive services to migrant families including the home visitation program. This finding certainly fits in with prior reports showing a lessening of supportive services and the non-functioning of a large proportion of Mini-Corps students in the duties of home vistations.

TABLE 2-6

MINI-CORPS STUDENT RATINGS OF SELECTED PROGRAM FACTORS

FACTORS TO BE EVALUATED	EXCELLENT	GOOD	FAIR	POOR
The Quality of My Classroom Experience				
Bakersfield	59%	23%	18%	--
Chico	37%	47%	11%	5%
Indio	60%	20%	20%	--
San Diego	81%	19%	--	--
The Supervision I Received From My College Supervisor				
Supervisor A	26%	26%	26%	21%
Supervisor B	48%	29%	19%	5%
Supervisor C	50%	31%	19%	--
Supervisor D	--	50%	--	50%
The Supervision I Received From My Classroom Supervising Teacher				
Bakersfield	46%	23%	23%	9%
Chico	26%	42%	21%	11%
Indio	40$	40%	20%	--
San Diego	81%	13%	--	6%
Communications With State-Wide Mini-Corps Operations				
Bakersfield	19%	29%	29%	24%
Chico	6%	29%	29%	35%
Indio	25%	--	50$	25%
San Diego	13%	53%	20%	13%
Overall Effectiveness of This School Year Mini-Corps Program in Meeting The Local Needs of Migrant Children In Our Area.				
Bakersfield	48%	38%	14%	--
Chico	41%	41%	16%	--
Indio	20%	20%	40%	20%
San Diego	13%	60%	27%	--
Support, Advice and Services We Provided to Migrant Families In Our Community				
Bakersfield	18%	64%	18%	--
Chico	11%	56%	33%	--
Indio	--	25%	75%	--
San Diego				
Effectiveness of Our Local Mini-Corps Home Visitation Program.				
Bakersfield	52%	39%	9%	--
Chico	--	59%	24%	18%
Indio	--	20%	60%	20%
San Diego	25%	25%	25%	25%
Level of Support My College Afforded Me In Addition To That Provided By My Mini-Corps College Supervisor.				
Bakersfield	25%	15%	40%	20%
Chico	11%	53%	11%	26%
Indio	--	50%	50%	--
San Diego	25%	38%	19%	19%

TABLE 2-6 (cont'd)

FACTORS TO BE EVALUATED	EXCELLENT	GOOD	FAIR	POOR
School and Community Acceptance Of Our Local Mini-Corps College Program.				
Bakersfield	73%	18%	9%	--
Chico	37%	42%	16%	5%
Indio	17%	17%	17%	50%
San Diego	44%	56%	--	--

In planning future year round programs, it may be informative to view the most successful and least successful experiences of the students during this school year program. Following are two lists including the most frequently mentioned successful and unsuccessful experiences as perceived and rated by the Mini-Corps students themselves:

Most Successful Experiences and Accomplishments as Reported By Mini-Corps Students

1. Obtaining actual, practical on the job experience.
2. Being able to assist children with problems such as gaining self-confidence and other areas of interaction outside of the classroom.
3. Being able to engage in genuine bilingual teaching.
4. Learning to develop good cooperative relationships with the rest of the school staff.
5. Gaining self-confidence toward becoming a professional teacher.
6. Being able to plan for and instruct in cross-cultural units of study.
7. Being able to establish good working relationships with parents and the greater community.
8. Improving my ability in the area of teaching methodology.

Least Successful Experiences and Accomplishments Listed By School Year Mini-Corps Students

1. Having to cope with indifferent or adverse school staff members.
2. Being frustrated by a lack of time to work with the children.
3. The lack of discipline noticed on the part of many pupils we had to deal with.
4. Lack of communication with Mini-Corps staff and Mini-Corps headquarters.

5. The lack of funding to purchase instructional materials needed to perform our job well.

6. It was discouraging to note that many of the children didn't care about school and had negative attitudes toward the school and Mini-Corpspersons.

7. Many students report a territory which is simply too vast to cover with the time allotted.

Recommendations for School Year Program: Based upon the information reported in this part of the Evaluation Report, the following recommendations for program improvement seem indicated:

1. The preservice and inservice training programs should be standardized across the various campuses Mini-Corps operates. It was shown that each campus conducts an essentially dissimilar inservice training program with a result that student confidence to perform the various objectives of Mini-Corps vary considerably from campus to campus.

2. Checklist Evaluation Reports from supervising teachers as well as end of year self ratings by Mini-Corps students support the suggestion that the performance objectives dealing with diagnosis and individualized instruction, teaching basic English language skills, and Spanish linguistic studies need to be strengthened and improved through the inservice training program. Factors related to the objective of learning to teach basic communication skills in English were rated comparatively lower by supervising teachers. Performance objectives dealing with individualizing instruction for children and Spanish linguistic skills were rated relatively lower by the Mini-Corps students themselves.

3. All parties to the evaluation agreed that communications with central Mini-Corps operations is below average. Communications may be improved through more frequent area conferences for Mini-Corps and outside personnel, publication of a Newsletter, and more frequent monitor and evaluation on-site visits by Mini-Corps Central Staff.

4. The Home Visitation Program, including supportive services to migrant families, continues to be a comparatively weak area of service delivery. It is suggested that coordinators should establish preservice sessions on the conduct of home visits and strenuously follow up the home visits actually conducted by the Mini-Corps students.

5. A separate student poll may need to be conducted to more fully elaborate upon some dissatisfaction with the existing college supervisor role as perceived by the students. There are hints in the data indicating that students may require a heavier commitment of personal counseling services. It is recommended that the college supervisors report monthly to Central Mini-Corps staff regarding problems of Mini-Corps student supervision encountered. Also, the college coordinators should probably meet separately on occasion to develop strategies of dealing with the typical kinds of problems Mini-Corps students are presenting. Perhaps an inservice program should be contemplated for college supervisors and team leaders.

PART III

CALIFORNIA MINI-CORPS SUMMER TEACHER ASSISTANT PROGRAMS

Two-hundred and eleven California Mini-Corps Teacher Assistants successfully completed at least 7 full-time weeks of instructional services in California school districts during the Summer of 1976. Ninety-three of the 211 Teacher Assistants served school districts with up to 9 weeks of total service. The Teacher Assistants were placed in approximately 60 different school districts through out California from the Tehachapi mountains in the south to Butte and Mendicino Counties in the north. Each Mini-Corpsperson tended to be placed with a separate supervising teacher, thus more than 200 individual supervising teachers were involved in this evaluation design. Although each Migrant Education region implements different policies with reference to morning and extended day summer schools, in general, the Mini-Corpsperson served under two different supervising teachers, one in the morning program-this person being primarily responsible for the corpspersons' evaluation-and a separate extended day teacher who frequently conferred with the morning teacher in the overall evaluation of the corpsperson's performance.

Each corpsperson was to attend a week-long preservice workshop in June which will be thoroughly reported in this section of the Evaluation Report. For the first time, a cadre of 15 area supervising Team Leaders was hired to directly supervise the Mini-Corpspersons, both in the classroom and during their community services. It will conclusively be shown in this part of the Evaluation Report that the Team Leader concept significantly shifted Mini-Corpsperson workloads closer to California Mini-Corps operational standards and added to the overall effectiveness and efficiency of the Summer Teacher Assistant Programs.

A statistical profile of the Summer Mini-Corps Teacher Assistants follows:

SEX: 34.4% Male 65.6% Female

MARITAL STATUS:	MALE	FEMALE
Single:	79.2%	89.8%
Married:	20.8%	6.1%
Divorced:	0	3.4%
Widowed:	0	0.7%

COLLEGE CLASS STANDING:

High School Graduate:	1.7%
Freshman:	16.8%
Sophomore:	25.2%
Junior:	29.2%
Senior:	15.9%
Graduate Student:	11.1%

AGE	MALE	FEMALE	TOTAL	PERCENT
17	-	1	1	.45
18	3	6	9	4.05
19	6	22	28	12.61
20	8	31	39	17.56
21	11	35	46	20.72
22	10	25	35	15.76
23	11	12	23	10.36
24	9	4	13	5.85
25	5	8	13	5.85
26	1	-	1	.45
27	3	-	3	1.35
29	2	1	3	1.35
30	1	-	1	.45
31	-	1	1	.45
32	1	1	2	.90
37	-	1	1	.45
40	-	1	1	.45
41	-	1	1	.45
53	-	1	1	.45
	71	151	222	

Evaluation of Preservice Training Workshops: Two week-long preservice training workshops were held for all of the summer Teacher Assistants. The first workshop was held June 6 through 12, 1976, and the second workshop was held June 13 through 19, 1976. The workshops tended to be attended by equal numbers of students, however, there tended to be more morale problems and general restlessness in the first workshop than in the second workshop. Although the data are pooled for practical reasons in this report, it was visually observed that students attending the first workshop tended to downgrade the workshops and the instructors tended to downgrade the students during the first workshop.

Although a complete attendance record was not kept, the instructors were asked to estimate the attendance at workshop courses afterward. While about 60% of the students were reported to have attended the workshops faithfully, 90% of the time, about 25% of the students were reported to be absent one out of five sessions or 20% of the time. This finding is in contrast with student attendance noted in the 1975 report when over 90% of the students attended all of the courses more than 90% of the time.

Table 3-1 compares the ratings of the college instructors as they evaluated student attentiveness, understanding of subject matter, motivation, decorum and discipline in 1975 and again in 1976. A downward shift is clearly evident in the data with a larger proportion of instructors in 1976 using the average category of performance. This finding was reinforced by the lack of salutory statements by instructors describing the students during the 1976 summer workshop. In 1975, all of the instructors but one wrote a salutory, documentary letter highly praising the overall conduct and motivation of the 1975 students attending the preservice workshop. This eventuality did not materialize in 1976, however, the overall instructors appraisal of the Mini-Corps student performance during the workshop is still reasonably good.

TABLE 3-1

COMPARISON OF COLLEGE INSTRUCTORS RATINGS OF STUDENT ATTENTIVENESS UNDERSTANDING, MOTIVATION AND DECORUM FOR 1975 AND 1976 PRESERVICE WORKSHOPS

Estimate of Attentiveness and Motivation	1975*	1976
High attentiveness and motivation	86%	63%
Average attentiveness and motivation	14%	31%
Low attentiveness and motivation	0%	6%
Estimate of Student Decorum Discipline And Courtesy:	**1975***	**1976**
Higher than students of similar age	71%	47%
Average for students of similar age	92%	53%
Lower than students of similar age	0%	0%
Estimate of Student Ability to Understand Subject Matter Taught:	**1975***	**1976**
Subject matter **too dificult**	7%	14%
Subject matter **about right** level	86%	86%
Subject matter **too easy**	7%	0%

*1975 data from page 65-66 of 1975 Evaluation Report.

Table 3-2 combines data which could have been presented in from 3 to 6 different tables. These data describing the first year and experienced student ratings of the workshop courses before the summer began and again after their actual experience allows the reader to make direct comparisons between the ratings of the freshmen as compared with the experienced Mini-Corpsperson. The first general observation resembles that noted in the 1975 prior year data, that is a tendency for the later summer ratings to be significantly lower than ratings rendered just after the workshop had been conducted in June. Our data from last year led us to believe that the afterward ratings were more characteristic of the actual practicality and usefulness of the workshop content.

The first column of Table 3-2 lists the actual workshop courses offered during June of 1976, along with the combined, first year and experienced Mini-Corpsperson ratings of the various workshop courses. The next column shows the percent of the different groups of corpspersons who actually utilized the subject matter content on that line during this summer school session. This column is very important since it is a sort of "user's index". Obviously, a workshop course is of little value if it is not actually applied in a real life, school situation during the summer by the corpsperson. The remaining columns of Table 3-2 show the combined first year and experienced Mini-Corpspersons rating of the workshop at the beginning of the summer just after the course was offered in June of 1976. The "after" columns show how first year and experienced Mini-Corpspersons rated these workshops at the end of the summer in August of 1976 after they had completed their classroom experience.

The Science course proved to be the most popular and useful as was the case in 1975. There is some evidence this year that the course may have been even more useful for the experienced Mini-Corpspersons than for the freshmen.

The math course demonstrated significant gain from 1975 when only 19% of the students rated this course as being of high usefulness. Also, three-quarters of both groups of students actually used the math materials in real classroom settings and the afterward ratings held up very well. The usefulness, practicality and value of the math program is further proven in the next part of this report when we show a significant increase in the time Mini-Corps students spent this summer actually instructing in mathematics.

The Language Arts course did not prove to be as popular as last year and only about half of the students actually used the materials in summer school classrooms. The cultural awareness course dropped some in popularity but the large majority of students continued to use the materials, they say, in actual classroom settings. The reading course also showed some drop in popularity as compared with the ratings in 1975 and lower numbers of students in both first year and experienced groups testify that they have actually used the materials. However, the workload data to be shown later in this report will demonstrate an actual workload increase in the instruction of reading.

The course on classroom management techniques held up somewhat better in the afterward ratings than did some of the other courses. For example, at the beginning of the summer only 25% of the combined group rated the course as above average, whereas at the end of the summer after having used the materials, 31% of the freshmen and 40% of the experienced students rated this course above average. Also, very large proportions of both groups claimed to have used these materials during the summer.

ESL-Level I for freshmen students held up about as well as this course did in 1975 with three-quarters of the students claiming to have used the materials. However, the Level II program designed for the upper division or the experienced Mini-Corpspersons was not used as often as any of the other courses and did not hold up as well in the ratings. This first pilot program to differentiate the curriculum of new from experienced Mini-Corpspersons cannot be judged as successful.

The overall ratings of all of the combined workshops show that about 40% of all the students rated the overall workshop as being of high usefulness; this is a degree of support which is about the same as that noted in the 1975 workshop.

TABLE 3-2

STUDENTS RATE USEFULNESS OF PRESERVICE WORKSHOP COURSES BEFORE AND AFTER ACTUAL SUMMER SCHOOL EXPERIENCE (N=149) (ALL FIGURES REPORTED BY PERCENT)

WORKSHOP SESSION	Percent Who Utilized During Summer		Student Ratings of Workshop Sessions Before and After Summer Experiences									
			High Usefulness		Above Average Usefulness		Average Usefulness		Low Average Usefulness		Low Usefulness	
	Yes	No	Before	After	Before	After	Before	After	Before	After	Before	After
SCIENCE												
Combined			79%		17%		3%		1%		--	
First Year	73%	27%		44%		25%		22%		3%		5%
Experienced	87%	13%		59%		31%		10%		--		--
MATH												
Combined			38%		23%		39%		1%		--	
First Year	74%	26%		28%		25%		30%		8%		9%
Experienced	73%	27%		20%		43%		27%		7%		3%
LANGUAGE ARTS												
Combined			21%		34%		38%		3%		4%	
First Year	53%	47%		15%		41%		30%		7%		7%
Experienced	57%	43%		15%		19%		56%		---		11%
CULTURAL AWARENESS												
Combined			43%		29%		25%		3%		--	
First Year	83%	17%		36%		35%		19%		5%		4%
Experienced	67%	33%		19%		29%		42%		6%		3%
READING												
Combined			39%		39%		17%		3%		1%	
First Year	57%	43%		21%		23%		44%		9%		3%
Experienced	57%	43%		19%		35%		27%		15%		3%
CLASSROOM MANAGEMENT TECHNIQUES												
Combined			27%		25%		35%		11%		2%	
First Year	85%	15%		16%		31%		32%		11%		9%
Experienced	73%	27%		17%		40%		33%		3%		6%
ESL-LEVEL I												
First Year Before			37%		37%		17%		6%		3%	
First Year After	76%	24%		32%		34%		21%		9%		4%

TABLE 3-2 (cont'd)

WORKSHOP SESSION	Percent Who Utilized During Summer		Student Ratings of Workshop Sessions Before and After Summer Experiences									
			High Usefulness		Above Average Usefulness		Average Usefulness		Low Average Usefulness		Low Usefulness	
	Yes	No	Before	After	Before	After	Before	After	Before	After	Before	After
ESL-LEVEL II Experienced Before			13%		11%		34%		24%		18%	
Experienced After	50%	50%		12%		8%		31%		19%		31%
OUTDOOR EDUCATION Combined			30%		28%		36%		2%		2%	
First Year	71%	29%		29%		23%		36%		7%		6%
Experienced	40%	60%		13%		25%		38%		25%		--
OVERALL			40%		27%		25%		5%		2%	

Table 3-3 compares the ratings assigned by students in 1975 to global measures of the preservice workshop with ratings on those same measures made by students in 1976. As with the instructor ratings of students reported earlier, there is a clear tendency for the 1976 students to rate the overall indices of workshop success at a somewhat lower level. This finding is especially marked in the question asking if the student would recommend that future workshops similar to this one be offered unchanged. About half of the students in 1975 would so recommend while two-thirds of the students in 1976 would not want workshops offered unless they were modified. Among the most frequently mentioned recommendations for modification of subsequent workshops were the following:

Involve bilingual instructors who use Spanish in the classroom.
Hire former Mini-Corps students as teachers.
Allot more time for the actual construction or making of materials by the students.
Combine old and new Mini-Corpspersons so that they can learn from each other.
Move the workshops to a more centralized location.
Provide instruction and materials at the high school level.
Provide more information to Mini-Corpspersons about the politics and funding of the program.

TABLE 3-3

COMPARISON OF OVERALL RATINGS OF PRESERVICE WORKSHOP BY STUDENTS ATTENDING IN 1975 (N=163) AND 1976 (N=155) BY PERCENT

	1975	1976
This week-long, summer workshop was:		
More worthwhile than any instruction I've received	72%	47%
As worthwhile as any instruction I've received	27%	50%
Less worthwhile than any instruction I've received	1%	3%
This workshop:		
Duplicated knowledge I have already obtained	2%	4%
Included a combination of knowledge I have obtained plus new information	75%	83%
Essentially included new material and knowledge	23%	13%
Compared with the quality of other instruction I have received, the quality of instruction during this workshop was:		
Very high quality of curriculum and instruction	36%	19%
High quality of curriculum and instruction	58%	51%
Average quality of curriclum and instruction	7%	25%
Low average quality of curriculum and instruction	0%	3%
Low quality of curriculum and instruction	0%	1%
The Physical setting for this workshop was:		
Ideally suited for this type of activity	33%	25%
Fully acceptable, and above average	41%	37%
Average environment - "ok"	20%	17%
Below average - I would have chosen another place	6%	10%
Poor - they should have picked somewhere else	1%	10%
The food served was:		
Above average, wholesome, satisfying	25%	17%
Average food, adequate	59%	63%
Below average	15%	21%
I would recommend that in the future "workshops" similar to this one:		
Be repeated "as is" for new groups	48%	33%
Offer future sessions, modified as I have suggested below	51%	67%
Abandon the idea!	1%	0%

Workload and Attendance: In contrast to the year round program which was populated by approximately 45 male students to 55 female students, summer program witnessed a severe shortage of male students with the overall ratio being approximately one-third male students and two-thirds female students. This simple fact may account for much of the interpersonal conflicts and dissatisfaction with certain aspects of the summer program by the student body. For example, this large group of young women, many of whom come from currently middle class environments in spite of their migrant backgrounds, were not content with housing or other amenities offered during the summer program. The large proportion of female students may also account for the dramatic shift in workload which will be reported in this section and which favored a sizeable increase in the amount of work devoted to actual classroom experience.

Attendance and accountability at the two preservice workshops was poor as compared to prior year experience with only 155 of 211 students completing final examinations and workshop evaluation documents. Also, as reported in the previous section of this report, day to day attendance at the actual workshop courses deteriorated somewhat from the record set in prior years. The workload data which follow disregard 8 Mini-Corpspersons who dropped out within the first three weeks of program operations; the time expended by these persons is not included in the following tables since it is considered to be of dubious value. Two-hundred and eleven teacher assistants successfully completed the summer 1976 summer school session with tenures as follows:

118 completed seven weeks.
24 completed eight weeks.
39 completed nine weeks.
23 completed ten weeks.
7 completed eleven weeks.

Thus, 1,676 working weeks were put in by Mini-Corpspersons during the summer of 1976. In theory, 211 of these weeks were expended at the preservice workshop leaving a net total of 1,465 working weeks spent in actual classroom environments. This working total breaks down to 7,325 working days in classrooms.

During the entire summer session of 1976, 75 individual students or 35.5% of the total student body were absent one or more days for a total of 149 days absence due to illness and other assorted causes, this breaks out to 1.78% of the working days lost to absence. Nineteen of the 149 days were declared to be "unexcused absences" and the students were docked one day's pay for each of the 19 unexcused absences. The overall absence record is considered to be favorable when compared with that of teachers or county employees. However, one-third of the total students claiming an absence during a three-month period is considered to be high.

Traditionally, California Mini-Corps Teacher Assistants have been expected to perform their workloads in four major activity areas as follows:

Planning, including such activities as inservice training or lesson planning. Since the Teacher Assistants are, after all, students, it is expected that a fairly substantial portion of their total workload be expended in planning activities. The anticipated or expected proportion of time to be spent on planning is: 10 to 15% of total workload.

Instructional services are, of course, the most essential part of the workload of a Mini-Corps Teacher Assistant. The workload within instruction should reflect the priorities of migrant education as concerns the kinds of tutoring and other instructional activities they expect to be delivered to migrant pupils. In most years, the expected workload includes heavy loadings of such basic subjects as mathematics, reading and/or language. Because of the unique nature of the Mini-Corps student teacher assistant population, it is also expected that they will deliver comparatively large proportion of their instructional workload toward bi-cultural, ESL and arts and crafts instruction which are related to cross-cultural topics. The overall expect workload range for instruction is expected to be from 60 to 70% of the total workload.

Home Visitation, family and community consultative and liaison services are a third order of priority for practicing Mini-Corps Teacher Assistants. The burden of performing home visitations for the purpose of explaining school programs and defining the problems migrant children have in classrooms to their parents has traditionally been considered a high priority of the Mini-Corps students. However, in recent years, most of the migrant education regions have been increasing their community liaison staff so that the regions themselves tend to be delivering most of the visitation services that are needed in their areas. They expected standard of performance for Mini-Corps students in the area of home/family and community liaison is expected to be from 10 to 15% of the total workload.

The fourth workload area for Mini-Corps students is that of supportive services, a sort of catchall category, including various administrative tasks, food services and related health and welfare services for children. This category of work has become less important since it has been decided that Mini-Corps students should not transport for reasons of insurance coverage and risk. Normally, it is expected that this workload area consists of from 5 to 10% of the total workload.

Table 3-4 summarizes the projected workload of Mini-Corps students during the summer of 1976 by displaying the various proportions of time expended to various activities in the planning, instruction, home visitation and supportive services activities. This table compares the proportion of the total workload expended by Mini-Corps students in 1976 with the amount of time expended by students in 1975. Through this comparison we are able to ascertain shifts in workloads and conformity with expected standards. Data for Table 3-4 were compiled by selecting a sample of 187 Weekly Logs representing a total of 8,790 hours of work. Over 1,400 weekly work logs were completed during the summer of 1976 which necessitated the selection of the sample which would represent different dates during the summer, various geographical areas and all of the supervising team leaders involved. Only 10 of the 12 team leaders were represented in the sample chosen because two of the team leaders failed to file their End of Summer Reports by September 15, 1976, the date on which this Report was prepared.

The average Mini-Corps student expended approximately 47 hours per week of actual work, 21 hours of which were spent speaking Spanish exclusively. Our time estimates are considered to be very accurate and reliable this year since every Mini-Corps student was under the direct supervision of a Team Leader who supervised approximately 15 Mini-Corps students on the average. At the end of each week of work, every Team Leader was responsible for reviewing the completed Weekly Work Logs and assessing the credibility and accuracy of the hours of work reported. In general, the Team Leaders reported that this method of accountability was quite successful in shaping the actual workload of Mini-Corps students to match expected standards. The data reported in Table 3-4 certainly support this proposition.

In 1976, the proportion of time expended on Planning Activities dropped somewhat and came closer to the expected standard. As expected, most of the workload in planning is expended upon the preparation of curriculum and daily lesson plans which is considered to be an excellent practice activity for Teacher Student Assistants.

The most dramatic and significant shift in workload from 1975 to 1976, was in the area of Instructional Services with a 10% increase in output. Very significant increases in time expended to mathematics and reading were witnessed with a 15% increase in time spent on mathematics and a 25% increase in time expended to reading activities for migrant children.

Although the proportion of total time expended to home, family and community activities remained about the same, there was significant internal shifting in the amount of time expended to home visitations with a three-fold increase in home visitation time expended experienced in 1976. The dramatic decrease in time expended to such important family services as translation and consultation concerning agencies available for help indicates a shift in priorities in services to children and away from services to families.

There was a very significant shift downward from 14% to about 6% in the time expended to total supportive services. A large portion of this drop was attributable to the prohibition on transportation of students by Teacher Assistants. However, the trend over the last few years to apparently avoid health, welfare and attendance services continues. The working priority for familiarity with such systems as MSRTS should be reassessed by Mini-Corps. If there is indeed a need for Mini-Corps students to understand such systems as MSRTS, then subsequent encouragement and pressure will need to be brought to cause students to work in these areas.

TABLE 3-4

PROPORTION OF TOTAL TIME EXPENDED ON PLANNING, INSTRUCTIONAL SERVICES AND HOME AND SUPPORTIVE SERVICES BY STUDENTS IN 1975 and 1976

ACTIVITIES AND SERVICES PERFORMED	Percent of Total Hours		Percent of Students Participating In Each Activity	
	1975	1976	1975	1976
PLANNING				
Inservice Training As Participant	3.1	2.3	43.9	28
Inservice Training as Planner or Presentor	0.8	1.1	12.6	13
Child Diagnostic Services	0.8	0.3	10.0	9
Other Pupil Personnel Services	0.2	0.3	--	8
Health and Welfare	0.6	0.1	9.7	3
Family Services	0.5	0.5	10.0	9
Community Liaison	0.4	0.1	7.1	4
Advisory Committees	0.3	0.3	3.7	3
Preparation (curriculum, lesson plans	10.2	9.8	90.3	85
Other	0.6	0.3	6.7	6
TOTAL PLANNING	17.1	15.6	N/A	N/A
INSTRUCTION				
Adult Education	0.8	0.7	15.6	6
Math	5.0	6.2	68.8	77
Bicultural	6.0	4.2	62.1	52
Reading	4.0	6.1	84.0	71
Oral Language	8.0	8.0	89.5	78
ESL	4.4	4.2	62.5	56
Science	3.3	3.0	42.4	36
Social Science	1.3	1.5	36.8	20
Homemaking	1.5	2.0	26.4	20
Arts and Crafts	9.4	8.7	84.0	83
Music	4.3	4.4	66.5	56
Physical Education	6.0	7.9	76.9	75
Playground Supervision	6.2	10.3	87.7	93
Other	2.6	4.9	27.1	30
TOTAL INSTRUCTION	62.8	72.9	N/A	N/A
HOME/FAMILY/COMMUNITY				
Related Community Activity	1.7	1.2	17.8	12
Consultation to Family	0.7	0.3	12.6	4
Translation Services	1.1	0.5	20.4	14
Acting As Advocate for Family	0.2	0.1	5.6	1
Home/School Liaison/Visitation	1.0	3.3	17.8	49
Other	1.0	0.2	17.1	3
TOTAL FAMILY SERVICES	5.7	5.6	N/A	N/A
SUPPORTIVE SERVICES				
General Administration Tasks	0.2	0.4	6.7	10
Transport and Care of Children	7.3	0.3	5.2	5
Food Services Activities	3.2	3.0	32.7	35
Counseling to Students	1.5	1.4	22.7	22
Identification and Enrollment	1.7	0.2	4.5	5
Health Welfare and Attendance	0.2	0.1	2.6	3
Other	0.3	0.1	3.0	1
TOTAL SUPPORTIVE SERVICES	14.4	5.9	N/A	N/A

As noted above, there was a surprising three-fold increase in the time expended to home visitations by Mini-Corps students in 1976 in spite of the fact that we removed the mandatory standard for such visitations. Table 3-5 shows the purposes for home visitations during the summer of 1976. The data in the table may be interpreted as the percent of visits that included each of the separate purposes. So then, 30% of the home visits included discussion with the parents about pupils' attendance problems. Only 15% of the visits included discussions of childrens' health problems. The most frequent purpose for a home visit was for explaining school programs; 75% of the home visits included this purpose. It should be noted that a given home visit may have included more than one purpose. Among the Mini-Corps students who performed home visits, about 4 visits per week were made and each visit lasted about an hour and a quarter. Parent reactions to the visits were described as being uniformly positive and satisfied. In many cases, the home visitation program of the Mini-Corps students encouraged morning teachers to join them. In this fashion liaison between the regular school program and the migrant home was very much enhanced.

In summary, the workload and atendance data reveal a highly productive teacher assistant program in which the students contribute about 18% more productivity than they are paid for (based upon a pay scale of 40 hours per week the average student demonstrated a verified workload of 47 hours). The absence rate is low and the proportion of workload devoted to actual classroom instruction of migrant students is very impressive (over 72% of total workload). Moreover, the proportion of the instructional workload devoted to such high priority areas as mathematics, reading or oral language instruction significantly increased over 1975. All four work priority activities (planning, instruction, home visitation and support services) were within expected standards. The only area which could be considered borderline in terms of expected standards of workload was the area of supportive services, Mini-Corps will need to discuss the relevancy and priority of such services as identification and enrollment of migrant students and reapportion this category of work accordingly.

TABLE 3-5

PURPOSES FOR HOME VISITS CONDUCTED BY MINI-CORPSPERSONS DURING SUMMER OF 1976

PURPOSES FOR HOME VISITS	PERCENT OF HOME VISITS WHICH INCLUDED THIS PURPOSE		
	June	July	August
Pupil's attendance problems	30%	40%	30%
Children's Health	15%	30%	35%
Pupil Behavior Problem at School	35%	50%	40%
Enrolling Child in School	30%	5%	0%
Collecting Information For Records	25%	20%	40%
Explaining School Programs	75%	60%	60%
Helping Parents to Tutor Pupil (Homework)	30%	35%	15%
Transportation Services for Parents	5%	15%	20%
Secure Permission for Children's Participation in Activity	45%	16%	55%
Provide Clothing	15%	6%	10%
Help Parents Get Service From Public or Private Agency	35%	20%	20%
To Explain Recreational Program	30%	45%	40%
To Solicit Parents Participation In School Activities	25%	50%	70%
Other	10%	30%	25%

Student Evaluation of Summer Activities: At the conclusion of their classroom summer experience, usually some time in August, 1976, every participating student assistant was required to complete an End of Summer Evaluation Form, a blank copy of which is included in the Appendix. Compliance was excellent with virtually every Mini-Corpsperson turning in a completed evaluation form, thus, the number of respondents for most charts and tables included in this section can be considered to be 211 or the total number of participating Mini-Corpspersons during summer session 1976.

As a direct measure of self-assurance, each corpsperson was asked to rate themselves in terms of the five performance objectives of Mini-Corps and to indicate whether or not they feel they obtained adequate training and on the job experience during the summer session 1976. The data were analyzed in terms of three subgroups within the 211 teacher assistants, including the first year group or new Mini-Corps students, experienced or returning Mini-Corps students with two or more years of experience in Mini-Corps and Interns, including 24 persons who had finished their teacher credentialing program and were ready to enter full-time internships in the Fall of 1976. It was anticipated that we would observe positive growth in the self-ratings as follows:

Expected standards for the self-ratings of Mini-Corpspersons.

Type of Student	Professional Level	Much Improvement	Need Improvement
First Year	0	50%	50%
Experienced	25%	50%	25%
Intern	50%	50%	0

Table 3-6 contains the self-ratings actually rendered by the three subgroups of new, experienced and intern Mini-Corpspersons including a brief comment and analysis of achievement toward the five Mini-Corps performance objectives as perceived by the Corpspersons themselves.

TABLE 3-6

SELF-RATINGS OF NEW, EXPERIENCED AND INTERN MINI-CORPSPERSONS AT THE END OF SUMMER SCHOOL EXPERIENCE, 1976 (N=211)

Objective #1: The Mini-Corps students will acquire cumulative competencies in diagnosing the learning needs of migrant children; designing, prescribing and assessing indiviudalized instruction consistent with the California Master Plan.

Received Training, Summer 1976?	Yes	No
First Year (New)	77%	23%
Experienced	83%	17%
Interns	81%	19%

Obtained On The Job Experience, Summer 1976?	Yes	No
First Year (New)	94%	6%
Experienced	91%	6%
Intern	73%	27%

Self-Rating For This Objective:

Type of Student	Fully Developed Professional Level	Much Improvement This Summer	Need Improvement or Dissatisfied
First Year (New)	7%	65%	27%
Experienced	3%	68%	27%
Intern	9%	82%	9%

Objective #1 Comment: The new and experienced groups met or exceeded self-rating standards with both groups feeling they obtained both inservice training and sufficient on the job experience. However, the intern group apparently experienced less on the job experience in this high priority objective and only 9% of the interns feel that they have reached a professional level of development even though all of them are to enter full-time professional level teaching positions this Fall.

Objective #2: The Mini-Corps students will acquire competencies necessary to teach communication skills in English including: (a) aural-oral language development, (b) Reading Development, (c) Written Expression.

Received Training, Summer 1976?	Yes	No
First Year (New)	81%	19%
Experienced	88%	12%
Intern	100%	--

Obtained On The Job Experience, Summer 1976?	Yes	No
First Year (New)	96%	4%
Experienced	85%	15%
Intern	100%	--

Self-Rating For This Objective:

Type of Student	Fully Developed Professional Level	Much Improvement This Summer	Need Improvement or Dissatisfied
First Year (New)	7%	61%	32%
Experienced	16%	66%	19%
Intern	17%	83%	--

Objective #2 Comment: All three groups attest to the fact that they obtained both sufficient and on the job experience this past summer. Again the freshmen and experienced groups approximately resemble the expected standards although there is somewhat less confidence among the experienced group that they have obtained professional levels than we might expect. Comparatively low self-assurance ratings are seen again in the intern group with only 17% of the interns feeling they have reached a professional level of development in teaching communication skills in English.

Objective #3: The Mini-Corps students will acquire competencies that will enable them to enhance the personal development of migrant children through Spanish linguistic studies, cultural studies including colloquial literature, drama, music and fine arts.

Received Training, Summer 1976?	Yes	No
First Year (New)	78%	22%
Experienced	83%	17%
Intern	58%	42%
Obtained On The Job Experience, Summer 1976?		
First Year (New)	86%	14%
Experienced	88%	12%
Intern	75%	25%

Self-Rating For This Objective:

Type of Student	Fully Developed Professional Level	Much Improvement This Summer	Need Improvement or Dissatisfied
First Year (New)	12%	59%	29%
Experienced	30%	45%	26%
Intern	--	58%	42%

Objective #3 Comment: The freshmen and experienced groups indicate that they received sufficient training and on the job experience in Spanish linguistic studies and their distributions of self-ratings come very close to the expected standards. A big surprise is noted in the self-ratings of the interns with almost half of them indicating they need improvement in this key objective for a bilingual, cross-cultural program. None of the interns felt that they had obtained a professional level of development in the area of Spanish lingusitic studies.

Objective #4: The Mini-Corps students will acquire the competency to translate appropriate instructional materials for non-English-speaking migrant children and communications to their parents.

Received Training, Summer 1976?	Yes	No
First Year (New)	63%	37%
Experienced	76%	24%
Intern	73%	27%

Obtained On The Job Experience, Summer 1976?	Yes	No
First Year (New)	95%	5%
Experienced	85%	15%
Intern	100%	--

Self-Rating For This Objective:

Type of Student	Fully Developed Professional Level	Much Improvement This Summer	Need Improvement Or Dissatisfied
First Year (New)	27%	59%	15%
Experienced	35%	50%	15%
Intern	25%	67%	8%

Objective #4 Comment: The new and experienced groups meet expected standards and feel that they have, in general, received training and on the job experience in the area of competency to translate instructional materials for non-English-speaking migrant children. However, the new student ratings show some weakness in the training with only 63% feeling that they have received any training in this area. Again, the intern group does not match the expected standard although their self-rating is comparatively higher in this area.

Objective #5: The Mini-Corps will acquire personal characteristics that will enhance their role as models for migrant children.

Received Training, Summer 1976?	Yes	No
First Year (New)	73%	27%
Experienced	84%	16%
Intern	100%	--

Obtained On The Job Experience, Summer 1976?	Yes	No
First Year (New)	96%	4%
Experienced	100%	--
Intern	90%	10%

Self-Rating For This Objective:

Type of Student	Fully Developed Professional Level	Much Improvement This Summer	Need Improvement or Dissatisfied
First Year (New)	25%	63%	13%
Experienced	36%	64%	--
Intern	20%	80%	--

Objective #5 Comment: The new and experienced groups meet or exceed expected standards in this important area of role modeling for migrant children. The intern ratings are comparatively higher here but still below expected standards.

Table 3-7 shows how new, experienced and intern Mini-Corpspersons rated important operational factors for the Summer of 1976. In general, the ratings of new and experienced Mini-Corpspersons are essentially similar and somewhat different from the ratings of the interns. The interns tended to rate most of the factors somewhat more conservatively using the excellent category less often than did the new or experienced Mini-Corpspersons. An exception to this rule is the factor of the quality of the classroom experience with more of the interns proportionately rating this factor as excellent than did the other two groups. Only two of the ten factors showed significantly different patterns of ratings: The preponderant majority of the interns felt that their college course work was good in preparing them to teach migrant children whereas approximately 40% of the new and experienced Mini-Corps students only rated this factor as fair to poor. This finding may be due to the fact that a majority of the interns were trained in a single college environment which they apparently thought highly of. The interns were highly dissatisfied with communications with statewide Mini-Corps operations with 90% of them rating this communication effort as fair to poor. The new and the experienced students expressed a more balanced opinion and yet a majority of both groups still rated communications with Central Mini-Corps as only fair to poor.

One of the main objectives for conducting an end of summer evaluation of the student performance is to collect a summary report of their personal accomplishments and problems. The students were encouraged to answer two basic questions including:

1. "What do you consider to have been your three most successful accomplishments as a Mini-Corpspersons during this past summer of service?" and
2. "What do you consider to have been your three least successful experiences or problems you encountered during this past summer of experience?"

The responses from new, experienced and intern Mini-Corpspersons were essentially similar and will be pooled in the data reported below. Hundreds of responses were obtained and an attempt has been made to summarize these responses below. In the format which follows, the most successful accomplishments of the Mini-Corpspersons are summarized. Five generalized accomplishments were noted, after the statement of each general accomplishment which is listed in descending order of mention, selected quotations are copied.

THE FIVE MOST SUCCESSFUL CATEGORIES OF ACCOMPLISHMENT REPORTED BY MINI-CORPSPERSONS DURING SUMMER OF 1976

1. Gaining realistic and empathetic understanding of the needs of migrant children.

   Selected quotations:

   "I acquired a deeper understanding of migrant children and their needs."
   "I was able to bring more cultural awareness to migrant children."
   "Learning more about the migrant child's lifestyle helped me to be a better instructor."
   "I have learned the importance of migrant children and realize now how much this program helps them."
   "Working with migrant children all day every day became one of the most beautiful experiences in my life."

2. Self-realization of improvement in basic teaching skills.

   Selected quotations:

   "I gained in my responsibility and confidence in taking over a classroom and being central authority."
   "I gained a stronger confidence in my ability to teach."
   "I was able to fulfill Mini-Corps objectives pertaining to the teaching of migrant children."
   "I gained experience in making reading and math fun for children."
   "I gained experience in writing and carrying out my own lesson plans."
   "I improved greatly in working with math, ESL and cultural awareness."
   "I saw many boys and girls learn English in just a few weeks."
   "I learned how to work, teach and love pre-school children."

3. Widening social awareness of diverse groups and community involvement.

   Selected quotations:

   "I became a resource person for the camp people."
   "I had never worked with this many Anglo children before, this experience has helped me relate to all children effectively."
   "I gained a feeling of personal satisfaction from both school and community involvement."
   "I gained rapport with all students, migrants as well as residents."
   "I was able to communicate with different kinds of people and open up with them."
   "I became aware of the needs of all children working in a classroom with regular children, not only migrants."
   "I learned how to accomplish the respect of others, how to conserve and use that respect."
   "The home visitations with the parents were especially satisfying."

4. Development of professional attitudes and cooperative attitudes with teachers and administrators.

Selected quotations:

"I was able to get along with staff members and to form new friendships with the teachers."
"It was satisfying having everybody treat me as a teacher."
"I learned how to receive and transmit orders from administrators to teacher assistants."
"I was able to teach my Mini-Corps lessons to some of the teachers."
"I realized the importance of obeying my authorities to the letter."
"I worked and learned from a well-organized teacher for the first time in my experience."

5. Gratification through delivery of unique services and help to others.

Selected quotations:

"My unit on East Indian culture covered math, music, games, cooking and art."
"I started ESL classes for the parents at the camp."
"I used a variety of instructional materials we made up specially."
"I placed extra attention on problem children, I helped them in becoming less inhibited."
"Cooking foods from different cultures was a great success."
"Setting up a potluck for the parents at the end of the summer was a highlight of my experience."

THE FIVE MOST FREQUENTLY MENTIONED CATEGORIES OF PROBLEMS OR LEAST SUCCESSFUL EXPERIENCES MENTIONED BY MINI-CORPSPERSONS

1. Inadequate or strained professional relationships.

Selected quotations:

"The migrant aides felt threatened and wouldn't cooperate at all."
"I encountered racism and was not able to anything about it."
"My supervising teacher was no supervisor and I learned nothing."
"The duties and responsibilities of the Mini-Corpsperson should have been explained to the school prior to our arrival."
"I could not communicate with administrators and everything I said seemed to get turned around."
"I objected to the way some teachers treated the kids."
"I became frustrated with the racism my teacher projected and not being able to do anything."
"I was considered a teacher's aide by the school administration instead of a teacher assistant."
"I had to work with an administrator who cared nothing about the summer program or personnel."

2. Complaints about heavy scheduling, overwork and lack of time for preparation.

Selected quotations:

"There were too many working hours and too much driving time called for."
"I had a lack of sufficient guidance in the first few weeks of school."
"We did not receive copies of the Migrant Master Plan."
"The inservice training was too disorganized."
"The summer school program was understaffed."
"I did not have enough time for planning with my Master Teacher."
"Having to take classes for the internship program has taken away from my teaching capacity (an intern comment)."

3. Lack of classroom control of pupils or inadequate lesson planning.

Selected quotations:

"I need to improve on my classroom control of pupils."
"My preparation was not as effective as I had hoped."
"I could not help the non-English-speakers successfully."
"I was unable to teach Spanish to Anglo children."
"I had difficulty sticking to my written lesson plans from start to finish."
"I simply had difficulty with lesson planning."
"Too much school time was spent on arts and crafts and not enough on academic instructional activities."

4. Inadequate logistical arrangements.

Selected quotations:

"The migrant families were too spread out for me to make effective home visitations."
"Our paychecks were always late."
"The housing was terrible and inadequate."
"I missed not living in the camp, I could have been able to do much more with the children."
"Because of transportation problems I had little contact with the camp and was not able to follow up on many students."
"Housing and reimbursement benefits were inadequate."
"I could not become involved in camp activities because of my weekend class obligations (an intern comment)."

5. Criticism of Existing Establishment.

Selected quotations:

"I saw the misuse of migrant funds."
"The school administration needs to be improved."
"The classrooms were too crowded."
"There was a general lack of bilingual administrators."
"We didn't have enough funds for migrant services."
"No breakfast or afternoon snacks were provided for the kids."
"I was unable to secure services from public and private agencies."

TABLE 3-7

NEW, EXPERIENCED AND INTERN MINI-CORPSPERSONS RATE SELECTED FACTORS PERTAINING TO SUMMER SCHOOL OPERATIONS, SUMMER 1976 (N=211)

FACTORS EVALUATED BY STUDENTS		PERCENT OF STUDENTS RATING FACTORS AS:			
		Excellent	Good	Fair	Poor
The quality of my classroom experience:	New	43%	46%	7%	4%
	Experienced	38%	59%	0%	2%
	Interns	50%	42%	8%	0%
The supervision I received from My Team Leader:	New	39%	41%	15%	5%
	Experienced	38%	50%	12%	0%
	Interns	25%	67%	8%	0%
The supervision I received from my classroom supervising teacher:	New	41%	39%	14%	6%
	Experienced	38%	38%	16%	9%
	Interns	42%	25%	33%	--
The overall quality of the inservice training I received this past summer:	New	32%	48%	13%	8%
	Experienced	28%	50%	17%	5%
	Interns	17%	50%	25%	8%
The quality of my college course work in preparing me to teach migrant children:	New	27%	47%	29%	5%
	Experienced	17%	43%	26%	14%
	Interns	20%	60%	--	20%
Communications with statewide Mini-Corps operations:	New	4%	34%	26%	36%
	Experienced	11%	37%	26%	26%
	Interns	--	10%	60%	30%
Overall effectiveness of this summer Mini-Corps Program in meeting the local needs of migrant children in our area:	New	34%	43%	19%	4%
	Experienced	29%	49%	17%	5%
	Interns	20%	80%	--	--
Support, advice and services we provided to migrant families in our community:	New	28%	46%	22%	5%
	Experienced	15%	52%	33%	--
	Interns	17%	58%	25%	--
Effectiveness of our local Mini-Corps Home Visitation Program:	New	45%	41%	10%	4%
	Experienced	36%	44%	19%	--
	Interns	33%	42%	25%	--
School and community acceptance of our local Mini-Corps Summer Program:	New	34%	51%	13%	3%
	Experienced	49%	46%	6%	--
	Interns	42%	50%	8%	--

The preceding lists of most successful accomplishments and experiences of the students and accompanying list of their frustrations and problems seems self-explanatory. The students also contributed long lists of personal recommendations for program improvement which will be included as a separate section of the last part of this evaluation report.

Supervising Teachers Evaluate the Performance of New, Experienced and Intern Mini-Corpspersons: Since the expected standards of performance should vary among new, experienced and intern Mini-Corpspersons, the data describing the ratings of Mini-Corpsperson performance have been divided into these three groups. Three different sorts of performance ratings were obtained from supervising teachers, including:

1. A complete Checklist Evaluation of Mini-Corpsperson performance containing 46 separate items and evaluating both general factors relating to working with migrant children and general factors related to professional growth (this information is summarized in three separate tables in this section of the report for data describing new, experienced and intern performance),
2. Many of the items included in the general Checklist Evaluation were constructed to describe performance related directly to the five Mini-Corps performance objectives. Several tables in this section of the report summarize the overall teacher rated performance of new, experienced and intern Mini-Corpspersons relative to the actual performance objectives of Mini-Corps, and
3. Supervising teachers were asked to list the three highest and the three comparatively lowest qualities of the students rated, this method sometimes called "forced rating" was, as expected resisted by some of the supervising teachers who do not wish to downgrade in any way their students by identifying the lowest comparative qualities, however, this forced rating technique does reveal very clear patterns of comparative high and low performance and will be included in this report.

Admittedly, the data displayed in the next tables of this report are among the most complex to be reviewed by the reader in this evaluation report. Because of the complexity of the data it did not seem useful to combine tables into massive displays, but rather to present each group of new, experienced and intern students separately.

Table 3-8 contains a complete list of all of the general factors relating to working with migrant children and professional growth that new Mini-Corpspersons' performance was rated upon. Following Table 3-8 is a breakout of the separate Checklist Evaluation items which were matched for the five Mini-Corps performance objectives. Through this process, we obtain an overall or average percentile rating of performance as related to each of the five Mini-Corps performance objectives.

The most frequently mentioned highest qualities of new Mini-Corps students were as follows in order of mention:

1. Understanding of migrant children and sensitivity to their needs.
2. Effectiveness in providing actual instruction in Spanish as needed.
3. Effectiveness as a suitable role model for migrant children.
4. Enthusiasm, and
5. Accepts criticism and suggestions.

The most frequently mentioned lowest comparative qualities of new Mini-Corps students were as follows in order of mention:

1. Demonstrated knowledge of techniques in classroom management; techniques of discipline.
2. Skill in lesson planning and organization.
3. Knowledge and use of teaching methods.
4. Voice and Speech.
5. General knowledge of subject matters taught.

In summary, the group of new Mini-Corpspersons tended to be rated by supervising teachers at or above expected levels of performance. Comparative strengths of this new group included areas in the affective domain such as understanding and sensitivity to migrant children or being suitable role models. Also, this group appeared to be strong in their effectiveness to provide Spanish instruction. Comparative weaknesses in the group were mostly of a professional nature such as relative lack of skill in lesson planning, knowledge of subject matter or being able to demonstrate techniques of sound classroom management and discipline.

TABLE 3-8

SUPERVISING TEACHERS CHECKLIST EVALUATION RATINGS OF THE PERFORMANCE OF NEW MINI-CORPS STUDENTS BY PERCENT (N=97)

ACTIVITIES RATED BY SUPERVISING TEACHERS	DID NOT OBSERVE	Those Who Were Observed Were Rated As:			
		Excellent	GOOD	FAIR	POOR
Understanding of migrant children and sensitivity to their needs.	1%	53%	40%	7%	--
Help provided to the teacher in understanding the needs of migrant children.	7%	34%	60%	7%	--
Understanding of his role and his relationships with the teacher in the classroom in the special handling of migrant pupils.	1%	41%	50%	7%	1%
Effectiveness in providing actual instruction in Spanish as needed.	4%	57%	42%	1%	--
Effectiveness as an interpreter between teachers and Spanish-speaking children and parents.	22%	54%	45%	1%	--
Effectiveness in assisting with instruction in Mexican-American history and culture.	57%	36%	52%	12%	--
Effectiveness as a suitable role model for migrant children.	1%	56%	34%	8%	1%
Effectiveness in assisting with followup of absenteeism of migrant children.	64%	38%	56%	6%	--
Demonstrated knowledge of techniques of teaching and working with migrant children.	3%	30%	54%	14%	1%
Demonstrated knowledge of techniques of English As a Second Language.	19%	30%	49%	21%	--
Demonstrated knowledge of techniques of classroom management; techniques of discipline.	1%	18%	48%	30%	3%
Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies.	66%	39%	52%	9%	--
Demonstrated ability to work cooperatively with other members of the educational team (such as other paraprofessionals, administration and instructional specialists) for the provision of appropriate programs for migrant children.	12%	41%	49%	9%	9%
Decorum	--	48%	48%	5%	--
Health and Vitality	1%	52%	46%	1%	1%
Personal Appearance	--	61%	35%	4%	--
Poise	--	59%	36%	4%	--
Voice and Speech	--	41%	46%	12%	--
Judgement	--	38%	55%	7%	--

TABLE 3-8 (cont'd)

ACTIVITIES RATED BY SUPERVISING TEACHERS	DID NOT OBSERVE	Those Who Were Observed Were Rated As:			
		Excellent	GOOD	FAIR	POOR
Enthusiasm	--	58%	32%	6%	3%
Sense of Humor	--	48%	40%	12%	--
Dependability	--	59%	36%	5%	--
Originality	3%	34%	54%	10%	2%
Personal Integrity	1%	59%	37%	4%	--
Respects attitudes and opinions of others	--	60%	38%	1%	--
Works harmoniously with others.	1%	57%	38%	5%	--
Accepts criticism and suggestions.	--	58%	35%	5%	1%
Exhibits leadership potential.	1%	44%	48%	7%	1%
Ability to relate with parents.	62%	60%	31%	9%	--
Ability to bring forth an awareness of the educational program to the parents in the community.	71%	43%	46%	7%	4%
Interest and sincerity in providing ideas, opinions at Parent Advisory Board meetings.	92%	25%	75%	--	--
General knowledge of subject matter(s) taught.	1%	24%	58%	13%	5%
Skill in lesson planning and organization.	5%	18%	54%	26%	2%
Knowledge and use of teaching methods.	1%	2%	61%	16%	25%
Oral and written expression in English.	7%	33%	56%	10%	1%
Oral and written expression in Spanish.	20%	41%	54%	5%	--
Ability to motivate students.	2%	39%	49%	13%	--
Consistent pupil control and classroom management.	--	21%	55%	23%	2%
Attention to individual differences.	1%	35%	53%	11%	1%
Professional attitude toward cooperating teacher.	1%	56%	39%	4%	--
Knowledge of and operation of media equipment.	34%	30%	55%	13%	3%
Ability to translate instructional material for non-English-speaking students.	15%	51%	44%	5%	--
Ability to diagnose learning needs of pupils.	21%	26%	45%	29%	--
Ability to prescribe individualized instruction.	20%	21%	53%	26%	--
Competency to instruct reading and oral language development programs.	27%	25%	57%	19%	--

CHECKLIST EVALUATION ITEMS MATCHED FOR PERFORMANCE OBJECTIVES FOR NEW MINI-CORPS STUDENTS

I. The Mini-Corps Students will acquire cumulative competencies in diagnosing the learning needs of migrant children; designing, prescribing and assessing individualized instruction consistant with the California Master Plan.

New Students	Excellent	Good	Fair	Poor	Did Not Observe
Understanding of his role and his relationships with the teacher in the classroom in the special handling of migrant pupils.	41%	50%	7%	1%	1%
Demonstrated knowledge and techniques of teaching and working with migrant children.	30%	54%	14%	1%	3%
General knowledge of subject matter(s) taught.	24%	58%	13%	5%	1%
Knowledge and use of teaching methods.	2%	61%	16%	25%	1%
Attention to individual differences.	35%	53%	11%	1%	1%
Ability to diagnose learning needs of pupils.	26%	45%	29%	--	21%
Ability to prescribe individualized instruction.	21%	53%	26%	--	20%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 1	26%	53%	14%	5%	7%

II. The Mini-Corps Students will acquire competencies necessary to teach basic communication skills in English including: (a) aural-oral language development; (b) reading development; (c) written expression.

New Students	Excellent	Good	Fair	Poor	Did Not Observe
Demonstrated knowledge of techniques of English As a Second Language.	30%	49%	21%	—	19%
Oral and written expression in English.	33%	56%	10%	1%	7%
Competency to instruct reading and oral language development programs.	25%	57%	19%	--	27%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 2	29%	54%	13%	1%	19%

III. The Mini-Corps Students will acquire competencies that will enable them to enhance the personal development of migrant children through Spanish linguistic studies, cultural studies including colloquial literature, drama, music and fine arts.

New Students	Excellent	Good	Fair	Poor	Did Not Observe
Understanding of migrant children and sensitivity to their needs.	53%	40%	7%	--	1%
Help provided to the teacher in understanding the needs of migrant children.	34%	60%	7%	--	7%
Effectiveness in assisting with instruction in Mexican-American history and culture.	36%	52%	12%	--	57%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 3	41%	51%	9%	--	22%

IV. The Mini-Corps Students will acquire the competency to translate appropriate instructional materials for non-English-speaking migrant children and communications to their parents.

New Students	Excellent	Good	Fair	Poor	Did Not Observe
Effectiveness in providing actual instruction in Spanish as needed.	57%	42%	1%	--	4%
Effectiveness as an interpreter between teachers and Spanish-speaking children and parents.	54%	45%	1%	--	22%
Oral and written expression in Spanish.	41%	54%	5%	--	20%
Ability to translate instructional material for non-English-speaking students.	51%	44%	5%	--	15%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 4	51%	46%	3%	--	13%

V. The Mini-Corps students will acquire personal characteristics that will enhance their role as models for migrant children. A suitable role model must: (a) have personal integrity; (b) have tolerance for the differences of others; (c) have a personal lifestyle that engenders respect including a high level of personal decorum and appearance; (d) convey credible career aspiration; (e) be effective in communicating with diversified individuals and groups.

New Students	Excellent	Good	Fair	Poor	Did Not Observe
Effectiveness as a suitable role model for migrant children.	56%	34%	9%	1%	1%
Demonstrated ability to work cooperatively with other members of the educational team (such as other paraprofessionals, administration and instructional specialists) for the provision of appropriate programs for migrant children	41%	49%	9%	9%	12%
Decorm	48%	48%	5%	--	--
Personal Appearance	61%	35%	4%	--	--
Personal Integrity	59%	37%	4%	--	1%
Respects attitudes and opinions of others.	60%	38%	1%	--	--
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 5	54%	40%	5%	2%	2%

Table 3-9 contains the supervising teachers Checklist Evaluation ratings of the experienced Mini-Corps student group, followed by an analysis of these items by matching the Checklist Evaluation items with the five performance objectives of Mini-Corps. As with the new students, the experienced group matched or exceeded expected standards in most activities (expected standard equals 25% excellent, 50% good and 25% fair). Exceptions to this rating standard are to be found in items 34, knowledge and use in teaching methods and item 43, ability to diagnose the learning needs of pupils; on these items, overall ratings dropped below expected standards.

Overall average percentile ratings for the five performance objectives follow a pattern identical to that of the new Mini-Corps students with superlative ratings in the area of objective five or being a suitable role model and objective four, being competent to translate appropriate instructional materials, usually into Spanish. Lower overall comparative ratings are noted in objective one, the development of cumulative competencies in diagnosing the learning needs of migrant children, and prescribing individualized instruction therefor, and objective two, acquiring competencies necessary to teach basic communication skills in English.

The "forced rating technique" imposed on the supervising teachers reinforced these findings. The most frequently mentioned highest qualities for experienced students were in order of frequency of mention:

1. Understanding of migrant children and sensitivity to their needs.
2. Enthusiasm.
3. Effectiveness in providing actual instruction in Spanish as needed.
4. Effectiveness as a suitable role model for migrant children.
5. Effectiveness in assisting with instruction in Mexican-American history and culture.

A different pattern of ratings emerged in the lowest or "Z" category in which the supervising teachers were asked to designate the lowest comparative qualities of these experienced students. The pattern of "Z" ratings was far more scattered than for the new students with one or two experienced students being placed in the "Z" category on almost all of the 45 factors rated. The five most frequently mentioned lowest comparative qualities of the experienced students were, in order of mention:

1. Demonstrated knowledge of techniques of classroom management; techniques of discipline.
2. Ability to diagnose learning needs of pupils.
3. Voice and Speech.
4. Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies.
5. Knowledge of and operation of media equipment.

In summary, the experienced Mini-Corps students performed at expected or above average levels of performance in most of the factors measured. However, an unmistakable developmental trend is to be noted for Mini-Corpspersons to be very effective in expressing a suitable role model, in understanding and being sensitive to migrant children and their needs and to be comparatively effective in providing actual instruction in Spanish or cross cultural subjects such as Mexican-American history and culture. Comparative weaknesses on the other hand, are to be noted in the acquisition of professional level skills, the ability to diagnose and prescribe for the learning needs of pupils and the ability to teach and communicate in the English language, including a comparative deficit in voice and speech.

TABLE 3- 9

SUPERVISING TEACHER'S CHECKLIST EVALUATION RATINGS OF THE PERFORMANCE OF EXPERIENCED MINI-CORPS STUDENTS BY PERCENT (N=63)

ACTIVITIES RATED BY SUPERVISING TEACHERS	DID NOT OBSERVE	Those Who Were Observed Were Rated As:			
		Excellent	GOOD	FAIR	POOR
Understanding of migrant children and sensitivity to their needs.	--	70%	27%	3%	--
Help provided to the teacher in understanding the needs of migrant children.	8%	45%	51%	3%	--
Understanding of his role and his relationships with the teacher in the classroom in the special handling of migrant pupils.	2%	59%	36%	5%	--
Effectiveness in providing actual instruction in Spanish as needed.	3%	66%	33%	2%	--
Effectiveness as an interpreter between teachers and Spanish-speaking children and parents.	17%	70%	30%	--	--
Effectiveness in assisting with instruction in Mexican-American history and culture.	43%	50%	50%	--	--
Effectivenessas a suitable role model for migrant children.	--	71%	25%	--	3%
Effectiveness in assisting with followup of absenteeism of migrant children.	64%	27%	59%	14%	--
Demonstrated knowledge of techniques of teaching and working with migrant children.	3%	42%	53%	4%	2%
Demonstrated knowledge of techniques of English As a Second Language.	10%	37%	58%	4%	2%
Demonstrated knowledge of techniques of classroom management; techniques of discipline.	--	34%	49%	15%	1%
Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies.	68%	37%	58%	5%	--
Demonstrated ability to work cooperatively with other members of the educational team (such as other paraprofessionals, administration and instructional specialists) for the provision of appropriate programs for migrant children.	1%	63%	30%	3%	3%
Decorum	--	60%	35%	4%	2%
Health and Vitality	--	65%	33%	2%	--
Personal Appearance	--	62%	38%	--	--
Poise	--	63%	35%	2%	--
Voice and Speech	--	45%	48%	7%	
Judgement	--	47%	45%	7%	2%

Continued Table 3-9

ACTIVITIES RATED BY SUPERVISING TEACHERS	DID NOT OBSERVE	Those Who Were Observed Were Rated As:			
		Excellent	GOOD	FAIR	POOR
Enthusiasm	--	70%	28%	2%	--
Sense of Humor	2%	60%	38%	2%	--
Dependability	2%	59%	36%	5%	--
Originality	4%	47%	47%	5%	--
Personal Integrity	2%	68%	31%	--	2%
Respects attitudes and opinions of others	--	59%	34%	5%	7%
Works harmoniously with others.	--	69%	25%	2%	3%
Accepts criticism and suggestions.	--	60%	32%	7%	2%
Exhibits leadership potential.	--	45%	47%	6%	1%
Ability to relate with parents.	46%	69%	31%	--	--
Ability to bring forth an awareness of the educational program to the parents in the community.	67%	50%	50%	--	--
Interest and sincerity in providing ideas, opinions at Parent Advisory Board meetings.	88%	43%	57%	--	--
General knowledge of subject matter(s) taught.	2%	37%	56%	3%	3%
Skill in lesson planning and organization.	8%	31%	56%	13%	--
Knowledge and use of teaching methods.	3%	21%	69%	10%	--
Oral and written expression in English.	3%	38%	57%	5%	--
Oral and written expression in Spanish.	17%	56%	40%	4%	--
Ability to motivate students.	--	49%	46%	3%	2%
Consistent pupil control and classroom management.	--	32%	53%	13%	2%
Attention to individual differences.	--	42%	54%	2%	2%
Professional attitude toward cooperating teacher.	--	68%	27%	5%	--
Knowledge of and operation of media equipment.	25%	38%	56%	7%	--
Ability to translate instructional material for non-English-speaking students.	12%	60%	38%	2%	--
Ability to diagnose learning needs of pupils.	18%	16%	66%	16%	2%
Ability to prescribe individualized instruction.	20%	23%	60%	15%	2%
Competency to instruct reading and oral language development programs.	12%	34%	58%	6%	2%

CHECKLIST EVALUATION ITEMS MATCHED FOR PERFORMANCE OBJECTIVES FOR EXPERIENCED MINI-CORPS STUDENTS

I. The Mini-Corps Students will acquire cumulative competencies in diagnosing the learning needs of migrant children; designing, prescribing and assessing individualized instruction consistant with the California Master Plan.

Experienced Students	Excellent	Good	Fair	Poor	Did Not Observe
Understanding of his role and his relationships with the teacher in the classroom in the special handling of migrant pupils.	59%	36%	5%	-	2%
Demonstrated knowledge and techniques of teaching and working with migrant children.	42%	53%	4%	2%	3%
General knowledge of subject matter(s) taught.	37%	56%	3%	3%	2%
Knowledge and use of teaching methods.	21%	69%	10%	-	3%
Attention to individual differences.	42%	54%	2%	2%	-
Ability to diagnose learning needs of pupils.	16%	66%	16%	2%	18%
Ability to prescribe individualized instruction.	23%	60%	15%	2%	20%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 1	26%	56%	8%	2%	7%

II. The Mini-Corps Students will acquire competencies necessary to teach basic communication skills in English including: (a) aural-oral language development; (b) reading development; (c) written expression.

Experienced Students	Excellent	Good	Fair	Poor	Did Not Observe
Demonstrated knowledge of techniques of English As a Second Language.	37%	58%	4%	2%	10%
Oral and written expression in English.	38%	57%	5%	2%	10%
Competency to instruct reading and oral language development programs.	34%	58%	6%	2%	3%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 2	36%	58%	5%	1%	8%

III. The Mini-Corps Students will acquire competencies that will enable them to enhance the personal development of migrant children through Spanish linguistic studies, cultural studies including colloquial literature, drama, music and fine arts.

Experienced Students	Excellent	Good	Fair	Poor	Did Not Observe
Understanding of migrant children and sensitivity to their needs.	70%	27%	3%	-	-
Help provided to the teacher in understanding the needs of migrant children.	45%	51%	3%	-	8%
Effectiveness in assisting with instruction in Mexican-American history and culture.	50%	50%	-	-	43%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 3	55%	43%	2%	-	17%

IV. The Mini-Corps Students will acquire the competency to translate appropriate instructional materials for non-English-speaking migrant children and communications to their parents.

Experienced Students	Excellent	Good	Fair	Poor	Did Not Observe
Effectiveness in providing actual instruction in Spanish as needed.	66%	33%	2%	-	3%
Effectiveness as an interpreter between teachers and Spanish-speaking children and parents.	70%	30%	-	-	17%
Oral and written expression in Spanish.	56%	40%	4%	17%	
Ability to translate instructional material for non-English-speaking students.	60%	38%	2%	-	12%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 4	63%	35%	2%	-	12%

V. The Mini-Corps students will acquire personal characteristics that will enhance their role as models for migrant children. A suitable role model must: (a) have personal integrity; (b) have tolerance for the differences of others; (c) have a personal lifestyle that engenders respect including a high level of personal decorum and appearance; (d) convey credible career aspiration; (e) be effective in communicating with diversified individuals and groups.

Experienced Students	Excellent	Good	Fair	Poor	Did Not Observe
Effectiveness as a suitable role model for migrant children.	71%	25%	-	3%	-
Demonstrated ability to work cooperatively with other members of the educational team (such as other paraprofessionals, administration and instructional specialists) for the provision of appropriate programs for migrant children	63%	30%	3%	3%	1%
Decorm	60%	35%	4%	2%	-
Personal Appearance	62%	38%	-	-	-
Personal Integrity	68%	31%	-	2%	2%
Respects attitudes and opinions of others.	59%	34%	5%	7%	-
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 5	64%	32%	2%	3%	5%

As with the new and experienced groups, Table 3-10 shows how supervising teachers rated the performance of the Mini-Corps interns. In general, the intern group failed to meet the expected standards of performance in objective one, the acquisition of cumulative competencies in diagnosing the learning needs of migrant children and prescribing individualized instruction, they failed to meet standards for objective two, the acquisition of competencies necessary to teach basic communication skills in English and they barely met expected standards in the third objective, the acquisition of competencies for enhancing the personal development of migrant children through Spanish linguistic and cultural studies.

The intern group met the expected standard of objective four, the acquisition of competency to translate appropriate instructional materials into Spanish and who, like the new and experienced groups, much excelled the standards for meeting objective five, the acqusition of personal characteristics to enhance their role as models for migrant children.

Supervising teacher designation of the highest and lowest comparative qualities of the interns were inconclusive due to the smaller numbers of interns to be rated. However, the most highly rated qualities of the interns by the supervising teachers included (1) Enthusiasm, (2) Effectiveness as a suitable role model for migrant children, (3) Understanding migrant children and sensitivity to their needs. The comparatively lower ratings included a widely scattered pattern and the results will not be reported here for that reason.

In summary, the intern group ratings were disappointing in that they did not match or exceed three of the five performance objectives of Mini-Corps. In fact, in general, the intern ratings tended to be significantly lower than ratings given to the experienced group of Mini-Corps students. The main problem areas seemed to be lack of acqusition of competencies to diagnose and prescribe for learning needs of children, and failure to acquire adequate competencies necessary to teach basic communication skills in English.

TABLE 3-10

SUPERVISING TEACHERS CHECKLIST EVALUATION RATINGS OF THE PERFORMANCE OF INTERN MINI-CORPS STUDENTS BY PERCENT (N=24)

ACTIVITIES RATED BY SUPERVISING TEACHERS	DID NOT OBSERVE	Those Who Were Observed Were Rated As:			
		Excellent	GOOD	FAIR	POOR
Understanding of migrant children and sensitivity to their needs.	—	65%	35%	--	--
Help provided to the teacher in understanding the needs of migrant children.	--	41%	59%	--	--
Understanding of his role and his relationships with the teacher in the classroom in the special handling of migrant pupils.	--	47%	29%	24%	--
Effectiveness in providing actual instruction in Spanish as needed.	--	53%	41%	6%	--
Effectiveness as an interpreter between teachers and Spanish-speaking children and parents.	29%	67%	17%	17%	--
Effectiveness in assisting with instruction in Mexican-American history and culture.	6%	38%	56%	6%	--
Effectivenessas a suitable role model for migrant children.	—	82%	18%	—	--
Effectiveness in assisting with followup of absenteeism of migrant children.	82%	--	100%	--	--
Demonstrated knowledge of techniques of teaching and working with migrant children.	5%	38%	56%	6%	--
Demonstrated knowledge of techniques of English As a Second Language.	6%	19%	75%	6%	--
Demonstrated knowledge of techniques of classroom management; techniques of discipline.	--	18%	77%	6%	—
Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies.	94%	--	100%	--	--
Demonstrated ability to work cooperatively with other members of the educational team (such as other paraprofessionals, administration and instructional specialists) for the provision of appropriate programs for migrant children.	12%	40%	47%	13%	—
Decorum	5%	75%	19%	6%	--
Health and Vitality	--	77%	24%	--	--
Personal Appearance	--	88%	12%	--	--
Poise	--	82%	18%	--	--
Voice and Speech	--	77%	24%	--	--
Judgement	--	53%	47%	--	—

TABLE 3-10 (cont'd)

ACTIVITIES RATED BY SUPERVISING TEACHERS	DID NOT OBSERVE	Those Who Were Observed Were Rated As:			
		Excellent	GOOD	FAIR	POOR
Enthusiasm	--	71%	29%	--	--
Sense of Humor	--	71%	29%	--	--
Dependability	--	47%	41%	6%	--
Originality	--	35%	59%	6%	--
Personal Integrity	--	77%	24%	--	--
Respects attitudes and opinions of others	12%	47%	40%	13%	--
Works harmoniously with others.	--	53%	29%	18%	--
Accepts criticism and suggestions.	--	29%	59%	12%	--
Exhibits leadership potential.	18%	57%	36%	7%	--
Ability to relate with parents.	94%	100%	--	--	--
Ability to bring forth an awareness of the educational program to the parents in the community.	94%	--	--	100%	--
Interest and sincerity in providing ideas, opinions at Parent Advisory Board meetings.	100%	--	--	--	--
General knowledge of subject matter(s) taught.	6%	31%	69%	--	--
Skill in lesson planning and organization.	6%	44%	50%	6%	--
Knowledge and use of teaching methods.	6%	25%	69%	6%	--
Oral and written expression in English.	--	35%	65%	--	--
Oral and written expression in Spanish.	12%	40%	53%	7%	--
Ability to motivate students.	6%	38%	63%	--	--
Consistent pupil control and classroom management.	6%	38%	63%	--	--
Attention to individual differences.	6%	31%	56%	13%	--
Professional attitude toward cooperating teacher.	--	47%	47%	6%	--
Knowledge of and operation of media equipment.	65%	83%	17%	--	--
Ability to translate instructional material for non-English-speaking students.	12%	60%	33%	7%	--
Ability to diagnose learning needs of pupils.	18%	29%	57%	14%	--
Ability to prescribe individualized instruction.	35%	27%	55%	18%	--
Competency to instruct reading and oral language development programs.	12%	27%	73%	--	--

CHECKLIST EVALUATION ITEMS MATCHED FOR PERFORMANCE OBJECTIVES FOR INTERN MINI-CORPS STUDENTS

I. The Mini-Corps Students will acquire cumulative competencies in diagnosing the learning needs of migrant children; designing, prescribing and assessing individualized instruction consistant with the California Master Plan.

Intern Students	Excellent	Good	Fair	Poor	Did Not Observe
Understanding of his role and his relationships with the teacher in the classroom in the special handling of migrant pupils.	47%	29%	24%	-	-
Demonstrated knowledge and techniques of teaching and working with migrant children.	38%	56%	6%	-	6%
General knowledge of subject matter(s) taught.	31%	69%	-	-	6%
Knowledge and use of teaching methods.	25%	69%	6%	-	6%
Attention to individual differences.	31%	56%	13%	-	6%
Ability to diagnose learning needs of pupils.	29%	57%	14%	-	18%
Ability to prescribe individualized instruction.	27%	55%	18%	-	35%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 1	33%	56%	12%	-	11%

II. The Mini-Corps Students will acquire competencies necessary to teach basic communication skills in English including: (a) aural-oral language development; (b) reading development; (c) written expression.

Intern Students	Excellent	Good	Fair	Poor	Did Not Observe
Demonstrated knowledge of techniques of English As a Second Language.	19%	75%	6%	-	6%
Oral and written expression in English.	35%	65%	-	-	-
Competency to instruct reading and oral language development programs.	27%	73%	-	-	12%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 2	27%	71%	-	-	6.0%

III. The Mini-Corps Students will acquire competencies that will enable them to enhance the personal development of migrant children through Spanish linguistic studies, cultural studies including colloquial literature, drama, music and fine arts.

Intern Students	Excellent	Good	Fair	Poor	Did Not Observe
Understanding of migrant children and sensitivity to their needs.	65%	35%	-	-	-
Help provided to the teacher in understanding the needs of migrant children.	41%	59%	-	-	-
Effectiveness in assisting with instruction in Mexican-American history and culture.	38%	56%	6%	-	6%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 3	48%	50%	2%		2%

IV. The Mini-Corps Students will acquire the competency to translate appropriate instructional materials for non-English-speaking migrant children and communications to their parents.

Intern Students	Excellent	Good	Fair	Poor	Did Not Observe
Effectiveness in providing actual instruction in Spanish as needed.	53%	41%	6%	-	-
Effectiveness as an interpreter between teachers and Spanish-speaking children and parents.	67%	17%	17%	-	29%
Oral and written expression in Spanish.	40%	53%	7%	-	12%
Ability to translate instructional material for non-English-speaking students.	60%	33%	7%	-	12%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 4	55%	36%	9%	-	13%

V. The Mini-Corps students will acquire personal characteristics that will enhance their role as models for migrant children. A suitable role model must: (a) have personal integrity; (b) have tolerance for the differences of others; (c) have a personal lifestyle that engenders respect including a high level of personal decorum and appearance; (d) convey credible career aspiration; (e) be effective in communicating with diversified individuals and groups.

Intern Students	Excellent	Good	Fair	Poor	Did Not Observe
Effectiveness as a suitable role model for migrant children.	82%	18%	-	-	-
Demonstrated ability to work cooperatively with other members of the educational team (such as other paraprofessionals, administration and instructional specialists) for the provision of appropriate programs for migrant children	40%	47%	13%	-	12%
Decorm	75%	19%	6%	-	6%
Personal Appearance	88%	12%	-	-	-
Personal Integrity	77%	24%	-	-	-
Respects attitudes and opinions of others.	47%	40%	13%	-	12%
AVERAGE PERCENTILE OF ITEMS RELATING TO OBJECTIVE NO. 5	68%	27%	5%	-	5%

Final Student and Program Evaluations Made By Team Leaders: A copy of the Final Program Evaluation Form filled out by Team Leaders is to be found in the Appendix. As already noted in previous portions of this report, the Team Leader operation this summer proved to be a valuable innovation with student workloads being fully monitored and student work delivery being made toward instructional objectives and activities at a significantly higher level than in 1975. One of the reasons for this success may be noted in Table 3-11 which displays the average classroom observations made by the Team Leaders over their six week work period during the summer of 1976. Only two of the Team Leaders failed to meet the expected standard of six visits [illegible] an hour's visit to each student during the six week work tenure period. The average Team Leader made over 11 visits or 2 visits a week to every student under their supervision. This standard is much above the standard set as supervisors in 1975 when the average number of visits made to each student was only four (see Page 83 of the 1975 Evaluation Report).

TABLE 3-11

AVERAGE CLASSROOM OBSERVATIONS MADE BY TWELVE TEAM LEADERS OBSERVING 171 STUDENTS OVER A SIX WEEK PERIOD

Team Leader Workload	Visits (Times) Observed Each Student	Average Hours Observing Each Student in Classroom Over Six WeekPPeriod	Number of Students Supervised
Lowest	4.3 visits	3.13 hours	13
Highest	14.9 visits	16.76 hours	17
Average	11.1 visits	9.68 hours	14
Expected Standard	6.0 visits	6.0 hours	15

When polled, the Team Leaders felt that 88% of all Mini-Corps students were appropriately placed in suitable classroom settings this past summer. They further recommended that 71% of the students under their supervision be rehired without interview, that 23% be rehired with interview, that 5% be rehired if special conditions are met, usually meeting some standard requirement of Mini-Corps, and that 1.2% of the students not be rehired.

Table 3-12 summarizes Team Leader ratings of key factors such as the performance of supervising teachers. About 80% of the school environments were rated as very adequate or exemplary and about 20% need some improvement before Mini-Corps students should be placed there in the future. The ratings of supervising teachers were high with only 10% of them being judged below inadequate standard of supervision. Most relationships and communications with school administrators were judged to be excellent to good. These findings correlated well with administrative visits by Mini-Corps evaluators during the summer.

TABLE 3-12

TEAM LEADER SUMMARY RATINGS OF SCHOOL COMMUNICATIONS, PERFORMANCE OF SUPERVISING TEACHERS AND OVERALL APPROPRIATENESS OF SCHOOLS FOR PLACEMENT OF MINI-CORPS STUDENTS

Relations and Communications with School Administrators
(N=82 Administrators Contacted)

Excellent	Good	Fair	Poor
54%	32%	12%	4%

Ratings of Supervising Teachers
(N=168 Teachers Being Rated)

Met or Exceeded Contractual Obligations	Adequate	Partially Adequate	Did Not Discharge Contractual Obligations
46%	44%	6%	4%

Overall Appropriateness of School Environment for
Placement of Mini-Corps Students (N=73 Schools Rated)

Exemplary	Fully Adequate	Partially Adequate	Needs Improvement	Should Not Place There in Future
39%	40%	7%	8%	6%

Table 3-13 includes summary ratings by Team Leaders of workload factors they encountered during the summer of 1976. Surprisingly, the Team Leaders felt that communications with Mini-Corps headquarters tended to be high. This may indicate, comparing this finding with that of students, that the Team Leaders may have to explicitly explain their role of communicating agent from Mini-Corps to the students, or, to put it another way, almost 300 students should not expect personal communication and contact from the central Mini-Corps office, but should be indoctrinated to expect their communication to come from the near at hand Team Leader. This does not alter, however, the recommendation made elsewhere for more frequent written communications such as Newsletters from Mini-Corps headquarters.

The Team Leaders tended to rate central Mini-Corps administrative factors such as the provision of professional materials, communications with school districts, the supervision they received from Mini-Corps, housing provided, evaluation forms and methods as being comparatively high to average. This would indicate rather good middle management communication and supervision on the part of central Mini-Corps with its area supervisors. The only exception to the comparatively higher ratings of middle management functions was a low rating by a few team leaders of their understanding of their job description and orientation to the job.

Unlike the student groups, the Team Leaders apparently felt that housing and general field logistics were adequate for the Mini-Corps students.

The Team Leaders were invited to comment on certain key policies now enforced by Mini-Corps. All of the Team Leaders felt that all Mini-Corps students should be required to live in housing close to migrant families. Eighty-three percent of the Team Leaders felt that bilinguality should continue to be an absolute requirement for entrance into Mini-Corps.

Fifty percent of the Team Leaders felt that they themselves should conduct preservice workshops and activities for the Mini-Corps students and supervising teachers in their local areas. An additional 14% felt that the preservice workshops should be held as large gatherings in one location and, later, as local preservice activities prior to actual classroom placement.

Seventy percent of the Team Leaders felt that marital status did not effect the performance of Mini-Corps students. However, most felt that if married people are included, they must be willing to move about, attend to all of the required activities of Mini-Corps and not be excepted in any way from such standards such as living in housing close to migrant families during their summer experience.

The Team Leaders were evenly divided on the subject of the sex of the Mini-Corpsperson in their ability to perform. None felt that there should be any discrimination, but they did feel there should be a balance of male to females for emotional, motivational and professional reasons. For example, some noted that schools had requested a male Mini-Corps student as a role model for older migrant boys.

Fifty-eight percent of the Team Leaders felt that the length of the summer workload tenure (i.e., six weeks) was sufficient, and 42% felt that it was not sufficient or adequate - a mixed reaction. Those that felt the length of supervision time was adequate still felt that they needed prior knowlege of the Mini-Corpsmen to be placed in their area as well as Spring weekend workshops for Mini-Corpsmen and supervising teachers along with Team Leaders at the local level. Among those that felt that the tenure for the supervisors should be lengthened, was the advise that the term of the Team Leader should last as long as the last summer school is conducted and start a week before the first school begins its summer school session.

The Team Leaders were asked to list qualifications that Team Leaders should possess. This list might be used for job descriptions and interviews with prospective Team Leaders, their suggestions follows

Prospective Team Leaders should possess the following according to the parent Team Leaders:

Should have prior experience with Mini-Corps not less than two years. The preferred experience should be as a practicing Mini-Corps student.
They should have at least two years of classroom teaching experience at a level appropriate to the classrooms in which they will be supervising Mini-Corps students during the summer.
They should be bilingual.
Preferably, they should have other experiences in migrant education.
Some administrative experience, training or background would be useful.
They should be willing to work beyond 8 hours per day.
Should possess ability to relate to Mini-Corps students, teachers and administrators.
Prior experience in working with high school and college age young adults would be preferred.
They should have technical teacher supervisor skills such as observant abilities and thorough knowledge of subject matter contents and teaching techniques to be observed.
Most of the Team Leaders (83%) felt that the length of the summer school sessions in their area were of sufficient length to benefit the migrant pupils taught.

This is but one indicator of the dramatic increase in the length of summer school sessions for migrant pupils. In fact, a new and somewhat unexpected critical attitude has emerged on the part of some professionals claiming that certain summer schools may now be too long. For example, some noted that most of the personnel problems developed after the 7th and 8th week of summer school. Others noted that the adults and children were tired after the 7th week.

In a related question, 82% of the Team Leaders documented the fact that cooperating school districts could have used more Mini-Corps students if they were available this past summer. Fifty-seven new Mini-Corps placements that were not provided were documented in 26 separate school districts.

Eightypercent of the Team Leaders felt that Mini-Corps students should continue to be restricted to being education majors in college. The Team Leaders were evenly divided 50-50 on the questionsof whether or not the placement of first year Mini-Corps students should be further restricted to certain kinds of classroom settings. In general, their comments reflected the opinion that the first year Mini-Corps student should not be expected to do prolonged lesson planning or other duties requiring higher level skills. It should be noted that the already reported ratings of supervising teachers would tend to contradict this opinion.

TABLE 3-13

TEAM LEADER RATINGS OF WORKLOAD FACTORS AFFECTING THEM

FACTORS TO BE RATED	Fully Adequate HIGH	Mostly Adequate AVERAGE	Partially Adequate FAIR	Needs Improvement POOR
Communications with Mini-Corps Headquarters	67%	25%	--	8%
Professional Materials For My Use	25%	50%	8%	17%
Regional Office Liaison - Communications	36%	36%	18%	9%
Communications with School Districts	46%	46%	9%	--
Overall Mini-Corps Student Performance	67%	33%	--	--
Overall Supervising Teacher Performance	60%	40%	--	--
My Own Performance As A Team Leader	33%	67%	--	--
Supervision I Received From Mini-Corps	33%	42%	17%	8%
The Pre-service Training Received By Mini-Corps Students (Chico Workshop)	33%	33%	22%	11%
Housing Provided for Mini-Corps Students	17%	58%	25%	--
Evaluation Forms and Methods	50%	42%	--	8%
Instruction Mini-Corps Students Provided to Migrant Children	67%	33%	--	--
Overall Summer School Programs in My Area	27%	73%	--	--
Community Field Work Conducted by Mini-Corps Students	20%	40%	10%	30%
Role and Work of the Liaison	36%	36%	9%	18%
Preservice Orientation of School District Personnel	30%	40%	10%	20%
Home Visits Conducted By Mini-Corps Students	30%	40%	10%	20%
TEAM LEADERS ADDED TO ORIGINAL RATING SCALE:				
Communication Between Mini-Corps Students in Your Area	--	100%	--	--
Group and Overall Area Meetings	100%	--	--	--
Understanding of Job Description of Mini-Corps By Mini-Corps Students	--	--	--	100%

Table 3-14 shows how Team Leaders would select future Mini-Corps students. The Team Leaders were asked to rank a list of student qualities in the order of their importance. Interestingly, the most highly rated student quality was that of mature personality, a quality which we do not specifically select for in the interview and recruitment process. Just as surprisingly, and based on their observations of Mini-Corps student performance this past summer, the Team Leaders do not feel that college grades or scholastic aptitude are particularly important selection criteria. In summary, the Team Leader evaluation data support the proposition that an adequate middle management structure was provided by Mini-Corps for the supervision of students. Relationships with school administrators and the performance of supervising teachers tended to be adequate or above. Four out of five Mini-Corps students were apparently placed in school environments in which they flourished. The recommendations for program improvement provided by the Team Leaders are incorporated into the last part of this evaluation report.

TABLE 3-14

TEAM LEADERS RANK SELECTED STUDENT QUALITIES IN DESCENDING ORDER OF IMPORTANCE

COMPOSITE RANK	STUDENT QUALITY	AVERAGE RANK
	ABOVE AVERAGE IMPORTANCE	
1	Mature Personality	2.67
2	Bilinguality	3.00
3	Prior Experience in Mini-Corps	3.40
4	Knowledge of Instructional Techniques	3.45
5	Knowledge of Subject Matter	4.00
	BELOW AVERAGE IMPORTANCE	
6	Independence	6.00
7	Age	7.82
8	Scholastic Aptitude	8.10
9	College Grades	8.56
10	Marital Status	9.18
11	Sex	10.36

Recommendations Pertaining To Summer Teacher Assistant Programs: The following set of recommendations seem to be supported by the evidence presented in Part III of the Evaluation Report pertaining to summer session teacher assistant programs:

1. Many problems of student discontent, incorrect classroom placement of students and problems of housing were directly attributable to a dropping sex ratio which is presently about 30% male and 70% female. This problem is complex, involving such factors as diminishing numbers of men entering elementary education and the fact that male students can usually obtain much higher paying employment during the summer. In spite of these difficulties, it is strongly recommended that an ambitious effort in recruitment be mounted to bring the male-female ratio to 45/55 by the Summer 1977.

2. Evidence was presented to support the continued need for a mass preservice workshop for new Mini-Corps students each year who require intensive orientation to the program. However, it was also shown that the mass preservice workshop was less effective for experienced or returning Mini-Corps students. It is recommended that the preservice workshop be decentralized for experienced and returning Mini-Corps students. In addition, the preservice workshop for new Mini-Corps students ought to be followed up by local orientation and preservice workshops conducted by Team Leaders for prospective Mini-Corps students and supervising teachers. It was also shown that the content or curriculum for the advanced returning Mini-corpspersons was not appropriate. This coupled with the fact that supervising teacher ratings of experienced and intern Mini-Corpspersons reflect inadequate development of pre-professional skills indicates a strong need for development of an intensive teacher skill development program for experienced Mini-Corpspersons.

3. Team Leaders and Mini-Corps students alike recommend the utilization of former Mini-Corps students as instructors at preservice and inservice workshops and institutes.

4. Student opinion supports the incorporation of bilingual instruction in lectures conducted at preservice and inservice workshops.

5. Considerable complaints were reported concerning program logistics, especially housing, during the past summer. It is recommended that the preservice orientation program for new students include considerable indoctrination concerning the nature of lifestyles found in labor camp environments. This is a topic in which former Mini-Corpspersons should be very useful as presenters and motivators.

6. Program priority must be placed on strengthening the intern preparation program. It was objectively demonstrated that the current interns do not develop criterion levels of performance. If these findings hold up, it is predicatable that the current intern group will encounter some difficulty in obtaining professional placements. The revised intern program should build into itself special components for building intern self-confidence as well as professional teaching skills.

7. Communications between central Mini-Corps headquarters and the student body needs improvement. Formal written communications such as the description of students to be sent to various school districts should be intensified. Dissemination of a monthly newsletter which includes helpful information about the Mini-Corps Program should be started next summer. Perhaps a formal answering service in Chico should be extablished so that both Mini-Corps students and Team Leaders can obtain timely and authoritative answers to their questions.

8. Evidence indicated that all groups, new, experienced and intern, tended to successfully develop toward professional maturity as suitable role models for migrant children and their ability to use the Spanish language for translation of instructional materials and communications with parents. Mixed findings were reported with reference to the objective for teaching Spanish linguistics and cultural knowledge to children. The comparatively weakest development toward Mini-Corps objectives in all groups of students was in the area of diagnosing and prescribing adequate instruction for children and teaching communication skills in English. It is recommended that future preservice and inservice training endeavors increase subject matter devoted to teaching skills in English, speaking the English language properly, development of professional diagnostic and prescriptive teaching skills, and teaching the culture of Mexico.

PART IV

MEDI-CORPS PROGRAM

Background and Unique Problems in Measurement: California Medi-Corps paramedical trainee program differs in most respects from the California Mini-Corps Teacher Assistant Program. Its students are all pre-medical, health services or social services preparatory students. A larger proportion of the Medi-Corps student group are upper division students or are already in graduate or medical schools. Interestingly, the Medi-Corps Program included more males than females (27 males to 20 females); this student body composition makes for entirely different student outlooks, recommendations and in the vigor of service performed. For example, there were few if any complaints about housing from this group which contrasts significantly with the Mini-Corps group which listed housing as one of its main complaint areas, and yet, the groups shared similar if not identical housing.

The Medi-Corps students were housed and served from about 20 different locations throughout California, usually migrant worker camps. Where possible, several Medi-Corpspersons were housed together and worked cooperatively in the area of delivering clinical services, patient advocacy and adult education.

In contrasting the California Medi-Corps Program from other Mini-Corps programs, the following several differences are notable:

1. The California Medi-Corps Program is the newest of the California Mini-Corps component programs. Therefore, sufficient time has not transpired for us to have developed finished measurement procedures or forms. In fact, the California Medi-Corps Program is still in the process of assessing the needs of the clients it serves, refining its definitions of its programs and workloads and developing suitable program and performance objectives.

2. The California Medi-Corps Program is, by far and away, the most complex of the Mini-Corps component programs. In the first place, the Medi-Corps Program copes with a much wider variety of client problems than do the other programs. Medi-Corps students must master a whole range of para-professional and pre-clinical services in addition to becoming credible advocates for the rights of clients they serve. The Medi-Corps group, unlike the other groups, becomes directly involved in the problems of the whole migrant family, from social services through welfare services to adult education such as preventive medical courses for adults. The Medi-Corps Program is further complicated by

the differing backgrounds and areas of preparation that students come from. While many Medi-Corps students are pre-medical or medical students, many others are preparing to be social workers, dentists or lawyers.

3. The California Medi-Corps Program has the greatest possibility for future expansion and diversification. Because of the wide range of concerns which Medi-Corps students cope with during their summer experience, the demand for services is literally limitless. Preliminary data will be presented in this report to show that the unmet demand for client services is vast. The California Medi-Corps Program is just beginning to scratch the surface of the entire range of social, medical, welfare and adult educational needs of the migrant family populations in California.

Preliminary performance objectives were developed for Medi-Corps last summer following a tentative needs assessment of the clients served. The following statements are the current performance objectives of Medi-Corps which better resemble simple statements of expected workloads. These performance objectives will not be repeated in the remainder of this portion of the evaluation report, since most of the data is direct description of workload and obviously and clearly relates to the extent to which these workload statements have been performed:

Objective A: Medi-Corpspersons working in labor camps and community health agencies will provide the following para-medical services to migrant families:
--preventive dentistry, health screening services, laboratory work, practical nursing care and infant and prenatal care.

Objective B: Medi-Corpspersons, through direct home visits and adult education will provide instruction to migrant families in the following areas:
--nutrition, preventive medicine and dentistry, infant care, orientation to community health and welfare services, community planning and conversational English.

Objective C: Medi-Corpspersons will provide the following direct social services to migrant families in their homes and communities:
--arrange recreation, leisure time activities, provide consultation regarding family financial, welfare, health or related problems, provide advocacy or representative services in business, legal, educational or medical transactions, and provide home/school liaison.

Objective D: As necessary to implement direct service standards, the following supportive services will be offered to migrant families:
--transport and care of children, food services and child enrollment and record keeping.

Objective H: Medi-Corps students will be able to read, write and speak both English and Spanish to a sufficiently high degree of proficiency to enable them to translate business, legal, education and health notices or communications for the migrant family and to compose proper replies to such communications following migrant family instructions.

At the outset of the summer 1976 Medi-Corps Program, three distinct management priorities were set forth for the evaluation study of the Medi-Corps Program including:

1. We wanted to obtain a more specific estimate of the scope of the client need. We accomplished this by elaborating the weekly workload logs completed by students and demanding information concerning the number of clients whose needs had been fully met versus those clients discharged from Medi-Corps perview who still required additional services but were probably not receiving them.

2. We desired to define the workload of the Medi-Corps students much more definitively and specifically. It will be demonstrated in this report that this was certainly accomplished and we now have a very specific and elaborate word picture of the kinds of work and experiences obtained by Medi-Corps Students in the field.

3. We imposed for the first time a middle management supervisorial system upon the Medi-Corps Program and attempted to evaluate the effectiveness of this supervision in terms of monitoring student workload in terms of expected workload objectives.

Thus, after its second year of operation, we are able to report that the California Medi-Corps Program has amply assessed the needs of the client groups of migrant families it serves, has defined its programs and workloads with much specificity and has developed preliminary measurement tools for the direct evaluation of the Medi-Corpspersons field work. Yet to be accomplished are the long-range tasks of being able to measure the impact of Medi-Corps work upon actual migrant families. In order to really measure client benefit in this program, we would need to inaugurate long-range family studies of the migrant persons who are served by this program. Moreover, much of the service delivered by Medi-Corps escapes capability for direct measurement of quality of service in the same way that professional services such as medicine or dentistry escape direct qualitative measurement. For example, we are able to say, and will state in this report, the number of migrant family members receiving various clinical, medical and dental services but will be unable to state the quality of these services as compared with services which might have been obtained in the private sector, from county health services or elsewhere. We will have to make the assumption that the clinical, advocacy and social services delivered met or exceeded a standard of professional quality otherwise practiced in these various fields. In most cases, the Medi-Corps students were directly supervised by volunteer physicians, dentists, social workers and other professionals. Therefore, the assumption of standard quality of work delivery seems rational. Future planning for the continuing evaluation of Medi-Corps services delivered will certainly have to include more direct measurements of client benefit such as followup questionnaires, direct rating of work by professional workers outside of Mini-Corps and inauguration of proficiency examinations such as are now administered to Mini-Corps Teacher Assistant candidates (the Rivas Spanish Linguistic Scale or the subject matter proficiency examination following pre-service workshops).

Evaluation of Medi-Corps Preservice Training: A week long preservice workshop was held for all participating Medi-Corps students between June 21 and June 25, 1976 at the Medical School, University of California at Davis. Twenty separate courses were offered for all during this workshop. The list of courses may be seen by studying Table 4-1. While the majority of course dealt with para-medical subjects, there were also courses offered in various client services areas as well as a few orientation courses to acquaint the Medi-Corpspersons with the past accomplishments of Medi-Corps and motivating them to work together.

A procedure has been developed to allow the student to rate the usefulness and thoroughness of the material and instruction received at the workshop courses both before the summer begins and immediately after he has taken the various courses and again at the end of summer after he has actually worked in the field and had the opportunity to apply the subject matters he has learned in his actual work. For the second year in a row, this before and after rating of the workshop courses revealed a dramatic shift in appraisal of the workshop courses from very high at the beginning of the summer to more average at the end of the summer indicating that in the crucible of experience, much of the subject matter appears to lose its usefulness and practicality. However, almost all of the para-medical courses hold up very well both in the before and after ratings and in the final analysis of the thoroughness, usefulness and practicality of para-medical courses for use in actual field work during the summer. Unlike last year (the reader is referred to page 71 of the 1975 Evaluation Report for ratings of last year's preservice workshop courses), the social service and administrative courses held up somewhat better. Last year only 6 of 19 preservice courses held above average ratings at the end of the summer, while this year in 1976, 13 of 20 courses hold up above average overall ratings by the end of the summer. Last year, virtually no administrative or social service course was rated above average overall, while this year, several social service courses earned this rating.

Using end of the summer "afterward" ratings only, the workshop courses were ranked according to the proportion of students rating the courses as above average or high. The list which follows contains all 20 courses and shows which were rated above average, average or below average; the courses are listed in the descending order of their choice:

The following courses were rated above average or high by a majority of students at the end of summer field experience:

Pediatric Medicine
Laboratory Practicum
First Aid
Adult Medicine
Food Stamps
Nutrition
Immigration and Patient's Rights
Pre-post Natal Problems
Dental Problems
History Taking
Model Camp Clinic
The Role of the Health Worker
Medi-Cal

The following courses were rated as average at the end of summer experience:

Curanderismo or Folklore Medicine
Working Together in Group Sessions with Liaisons
Family Planning
Mental Health
Past Accomplishments of Medi-Corps as Presented By Liaisons

The following were the only two courses rated below average by a majority of students at the end of summer:

The Chicano Movement (this course was rated somewhat higher at the beginning of the summer but fell below average at the end of summer)
Working Together as presented by the BARCH organization.

Over 60% of the Medi-Corps students rated the preservice workshop as above average even by the end of the summer which would indicate that this particular preservice workshop would be very difficult to improve upon. The students were asked at the end of the summer to list their specific suggestions for new preservice workshops which ought to be offered next summer. In keeping with the overall level of satisfaction with this year's workshop, the suggestions for improvement were fragmentary with never more than 5 or 6 students recommending a given suggestion for a new workshop. However, following is a list of the more frequently mentioned suggestions for new workshops to consider for next summer:

Instruction on how to organize groups and leadership techniques.
How to conduct home visitations (such a workshop was offered in 1975 but dropped for lack of student support).
Improved workshops on how to work together (this apparently reflected the comparatively lower ratings of the 1976 workshops which were offered on this subject).
Better orientation with a clearer description of the Medi-Corps Program, its purposes, goals and objectives.
A course on legal medicine, including legal liability for the performance of para-medical service.
How to approach workers in the medical and social services agencies we deal with.
How to obtain the trust of the migrant people we work with in the camps.
Political awareness.
How to perform Medi-Corps administrative tasks as filling out the work logs.
How to perform community public relations activities.
Psychological and mental health problems specific to migrant children and their families.

TABLE 4-1

PERCENT OF 47 MEDI-CORPS STUDENTS RATING THE USEFULNESS OF PRESERVICE TRAINING COURSES BEFORE (JUNE, 1976) AND AFTER (AUGUST, 1976) ACTUAL FIELD EXPERIENCE

Sessions	Ratings Before and After Field Experience	High Usefulness	Above Average Usefulness	Average Usefulness	Low Average Usefulness	Low Usefulness
The Chicano Movement	Before	19%	44%	31%	6%	0%
	After	14%	0%	36%	32%	18%
Past Accomplishments of Medi-Corps	Before	25%	33%	28%	3%	0%
	After	4%	23%	46%	23%	4%
Working Together	Before	8%	5%	19%	42%	25%
	After	0%	8%	35%	31%	27%
Working Together Group with Liaisons	Before	36%	28%	33%	0%	0%
	After	11%	32%	36%	18%	4%
"Curanderismo"	Before	61%	25%	14%	0%	0%
	After	26%	22%	30%	19%	4%
Adult Medicine	Before	78%	14%	8%	0%	0%
	After	52%	24%	17%	3%	3%
History Taking	Before	53%	31%	14%	3%	0%
	After	41%	21%	34%	3%	0%
The Role of the Health Worker	Before	47%%	42%	11%	0%	0%
	After	11%	43%	39%	4%	4%
Lab Practicum	Before	75%	14%	8%	3%	0%
	After	39%	43%	11%	4%	4%
Mental Health	Before	39%	28%	33%	0%	0%
	After	15%	19%	37%	26%	4%
Pediatric Medicine	Before	78%	14%	8%	0%	0%
	After	38%	52%	10%	0%	0%
Nutrition	Before	39%	36%	22%	0%	3$
	After	24%	34%	34%	7%	0%
First Aid	Before	61%	25%	11%	3%	0%
	After	39%	43%	7%	11%	0%
Immigration and Patients Rights	Before	72%	14%	11%	3%	0%
	After	14%	54%	29%	4%	0%
Pre-Post Natal Problems	Before	78%	8%	11%	3%	0%
	After	32%	32%	36%	0%	0%
Family Planning	Before	25%	42%	31%	3%	0%
	After	25%	18%	46%	7%	4%
Model Camp Clinic	Before	64%	31%	6%	0%	0%
	After	29%	32%	21%	14%	4%
Dental Problems	Before	44%	42%	14%	0%	0%
	After	32%	32%	25%	11%	0%
Food Stamps	Before	42%	33%	11%	0%	0%
	After	23%	42%	23%	8%	4%
Medi-Cal	Before	56%	25%	17%	3%	0%
	After	19%	35%	31%	12%	4%

Inventory of Medi-Corps Workload, Clients Served and Unmet Need Requirements: The actual workload of Medi-Corps students broke out into three evenly divided areas of clinical services, patient social services and education services. The following three tables will display the total hours worked by all 47 Medi-Corpspersons in these three categories of workload. Also, the total number of clients served in each of the three categories of work is reported along with the number of such clients requiring or needing followup services. As may be readily seen by studying Tables 4-2 through 4-4, very large numbers of clients, who are ordinarily members of migrant families, were treated, educated or otherwise handled. The same client may have been worked with in a number of different categories of service, thus, the numbers contained in these three tables are not cumulative but, rather, give us the number of client or patient contacts for specific services. The best estimate of the number of separate or discrete patients seen for clinical services is to be found at the top of Table 4-2 under the category of "General Office Screening". In this category about 2600 patients were seen and thereafter referred for various screening, immunization, laboratory and medical and dental treatment services listed below. In the broad category of social services shown in Table 4-3, clients also obtained multiple services and are usually listed more than once in the client column in this table. Generalizing from the data shown, it can be assumed that about 3,089 migrant family adults were handled for social services which usually consisted of procurement of adult health services or the acquisition of food services such as obtaining for the client food stamps. Similarly, Table 4-3 shows that about the same number (approximately 3,400) migrant children were seen throughout the summer and were usually handled by procuring children's health services for them.

The clients enumerated in Table 4-4 probably includes members of the community other than migrant families in most cases. For example, Medi-Corpspersons very often established athletic and sport community programs in which a large portion of the community participated. In similar fashion, film presentations and oral lectures given by community experts were public meetings attended by migrant family members and others. However, school health presentations were ordinarily given for migrant pupils. A more detailed description of the kinds of services offered follows in this narrative.

Under the category of clinical services performed, the Medi-Corpspersons were usually affiliated with a medical or dental community clinic. Also, a mobile health screening van was in operation. Typically, the Medi-Corpsperson would participate in a general medical or dental office screening procedure which included participation in the preparation of a patient case history writeup. Following general screening, patients were then referred for various kinds of health screening as appropriate such as tuberculosis tests, hypertension testing, laboratory analysis for diabetes or nutritional deficiencies, optometric and hearing screening, screening and diagnosis for contagious diseases such as strep throat, laboratory workups of various sorts and immunizations were indicated. In these clinical settings, the Medi-Corpspersons participated in the actual delivery of the procedures and techniques called for. For example, during hypertension clinics they recorded blood pressures, screened the patients and referred them for treatment as appropriate. At optometric screening clinics, they screened patients, usually migrant children, using eye charts and other standard procedures for optometric screening. Audiometers were owned by or borrowed for use by Medi-Corpspersons in the hearing screening of migrant children and adults.

The social service category of work delivery was somewhat more complex involving elements of adult education, patient advocacy and the direct delivery of client social services such as consultation, advice, referral to other agencies and translation services.

Table 4-3 gives the reader a good impression of the kinds of services most needed by migrant families including food acqusition, the procurement of adult and child health services, and legal referral. Food acquisition services usually took the form of aiding migrant families and filling out forms, advocating for their just procurement of food acquisition services and translating for them at the site of appropriate agencies. Likewise, medical procurement services for adults usually included the filling out of complex forms, transportation and on-site translation services.

The "woman/infant/child"program included elements of prenatal and postpartum education for mothers as well as such clinical services as child care. An increase over last year was noted in services related to job procurement, probably indicating higher unemployment this year due to drought and crop failure.

Legal referrals were usually made to such agencies as CRLA or Legal Aid Services Societies. The rather high number of clients listed as needing followup for legal referral services probably has to do with the increasingly large number of illegal aliens who are included in the migrant worker populations. Such persons, the Medi-Corps pupils report, are usually frustrated in their ability to find legal services in the first instance or to get satisfaction in the second instance. Legal referrals for legal aliens and citizens usually involved personal problems such as legal torts or small claims.

An exciting increase in both time spent and client served was noted in the area of home/school/health liaison services over 1975. This indicates that the Medi-Corps group interacted more with the school program and articulated their services with existing migrant education services in the regions. This increase in liaison is also identifiable in the increased concern with bringing health films and other educational services into actual migrant education classrooms as shown in Table 4-4.

TABLE 4-2

TOTAL HOURS EXPENDED, PATIENT CONTACTS MADE AND PROPORTIONATE DISTRIBUTION OF TIME EXPENDED BY 47 MEDI-CORPS STUDENTS ON CLINICAL SERVICES JUNE TO AUGUST, 1976

Para Medical Clinical Services Referred	Number of Patient Contacts Made	Total Hours Expended	Percent of Time Spent On Each Sub Activity	Disposition of Case: Terminal No Follow Up Needed	Disposition of Case: Referred-Treatment in Progress	Disposition of Case: Follow-Up Needed Not Provided	Completion Index
General Office Screening	2647	744	14.8%	889	1237	521	80.3%
T.B. Screening	450	214	4.2%	148	205	97	78.4%
Hypertention Screening	1087	469	9.3%	252	470	365	66.4%
Diabetes Screening	606	141	2.7%	133	154	319	47.3%
Nutrition Screening	484	234	4.6%	152	213	119	75.4%
Dental Screening	1065	316	6.3%	102	579	384	63.9%
Optometric Screening	1011	171	3.4%	177	669	165	83.7%
General Physical Exam	929	376	7.5%	351	447	131	85.9%
Hearing Screening	1193	231	4.6%	112	603	478	59.9%
Contagious Diseases Screening	918	155	3.1%	152	345	421	54.1%
Laboratory Workup	1009	173	3.4%	260	383	366	63.7%
Immunizations	628	162	3.2%	164	127	337	46.3%
Practical Nursing Care	332	200	3.9%	101	178	53	84.0%
Dental Services	494	266	5.3%	258	198	38	92.3%
Other Medical	1708	580	11.5%	223	1097	388	77.3%
Case History Writeups	1983	664	13.2%	626	928	429	78.3%
Total	16,248	5039	100.0%	4100	7833	4602	N/A

TABLE 4-3
TOTAL HOURS, NUMBER OF CLIENTS SERVED AND PROPORTIONATE TIME EXPENDED BY 47 MEDI-CORPS STUDENTS ON SOCIAL WELFARE SERVICES JUNE TO AUGUST, 1976

Social Welfare Services Performed	Total Hours Expended	Percent of Total Time On Sub Activity	Number of Clients Served	Service Completed	Follow-up Needed or Not Performed	Completion Index
Acquiring Food Services-Food Stamps, Food Vochers	942	18.0%	2812	2561	251	91.1%
Procurement of Adult Health Services Medi-Cal, Medi-Care Public Health	1566	30.0%	3089	2774	315	89.8%
Employment Services Job Procurement Disability, Unemployment benefits	565	10.8%	499	370	129	74.1%
Procurement of Housing	161	3.1%	223	190	33	85.2%
Legal Referals	312	5.9%	509	325	184	63.8%
Home, School, Health Liaision Services	593	11.4%	2848	2400	448	84.2%
Procurement of Childrens Health Services	1082	20.7%	4323	3885	438	89.9%
Totals	5223	99.9%	14,303	12,505	1798	N/A

Table 4-4 shows educational services rendered to adult and child migrant family groups. The data show that rather massive and widespread athletic and recreational programs were set up by Medi-Corps students this past summer. Film presentations for adults were usually shown in public settings and included preventive medicine films, entertainment films, and health films for adults on such topics as cancer prevention, or hypertension. The data reveal much community activity with community experts brought into their midst. The community experts ordinarily made oral and slide film presentations on such varied tppics as Family Planning, Nutrition, Avoidance of Obesity, Preventive Medical Topics, Preventive Dentistry, and the Care of Children.

A considerable increase in time over last year was spent in working with community agencies to bring to them concern for the special needs of migrant families im their community as shown in Table 4-4, over 1600 hours of time were devoted to attending community agency and council meetings and presenting the unique problems of migrants.

The large category of educational workload under "Other" will have to be further delineated next year as we study the individual work logs of students. This category apparently included a mixture of cultural awareness, recreational and social activities for migrant families usually conducted in the camp itself.

In general, the workloads delivered for educational services displayed in Table 4-4 are self-fulfilling and do not require additional followup services. However, this is not true of clinical services and social services which, following referral of the patient or client, may or may not be adequately delivered. The patient followup statistics reported in Table 4-2 are particularly revealing and alarming. We find large proportions of patients not receiving verifiable followup treatment services at the end of summer, 1976. For example, of 1,087 migrant family members screened for hypertension, only 252 were definitely listed as requiring no followup. Apparently, 365 patients were verified as needing followup but did not receive such followup at the end of summer, 1976. Study of the other screening categories will reveal similarly alarming rates of patients requiring followup usually meaning specific treatment for an identifiable disease or disability. In such categories as positive identification of tuberculosis, hypertension, diabetes or malnutrition, these figures are particularly important, since without followup services, serious illness or even death may result.

In summary, the workload data reported for 1976 for 47 practicing Medi-Corps students illustrates an almost perfect delivery of service pattern in keeping with the workload objectives of Medi-Corps. The balance between delivery of clinical, social and educational services is almost perfect with about one-third of the workload being delivered to each category of service. In 1975, 43 Medi-Corps students were studied as compared with 47 in 1976, therefore, the workloads are comparable. All of the priority workload areas show significant increases in both hours expended and proportion of total workload devoted to the various priority categories of work. Some illustrations will suffice to make this point: In 1975, 3,363 total hours were expended on para-medical clinical work; this was about 14% of the total time for all services expended in the summer of 1975. In comparison, during the summer of 1976, Medi-Corps students expended 5,039 total hours of servicesto the clinical para-professional area; This was about 29.5% of the total time expended for all activities during the summer of 1976. During the summer of 1975, Medi-Corps students expended 2,760 hours or 11.5% of their total time on all educational services. In 1976, Medi-Corps students expended 6,831 hours or about 39.9% of their total time on educational and recreational services. Thus, it has been demonstrated that a far better balance exists in 1976 among the priority service deliveries of the Medi-Corps students among the priority areas of clinical services, social services and education.

Included in Tables 4-2 and 4-3 are so-called "Completion Indexes". These indexes represent the proportion of patients or clients who obtained the services necessary to resolve or remediate their problems. The indexes for completed social services are generally high with the exception of legal referrals. Most of the clinical services completion indexes are reasonably high with some alarming exceptions in such areas as immunizations, diabetes referrals or hearing referrals in which cases, adequate referral sources were either not found or could not be paid for by the patient population. The lower "completion indexes" usually mean that the Medi-Corps student was unable to procure an appropriate referral source in the community in which he worked. As one student amply wrote in his summary of the summer experience "The program was an overall success in terms of goals and timetables achieved, but we cannot be expected to solve overwhelming problems that exist in the community, we need to work on the availability of health provider services available in the communities in which we work".

Judging by the large numbers of persons attending athletic, recreational and film presentation events, the public relations activities of the Medi-Corps students must have been tremendously successful. Individual reports indicated that such public presentations included a very wide range of family planning, nutrition, preventive medicine and dentistry and recreational topics. The success of the community health presentation program is partly a tribute to special filmstrip and lecture presentations that were prepared by Medi-Corps personnel for distribution and use by students in the field.

TABLE 4-4

TOTAL HOURS EXPENDED AND NUMBER OF PERSONS CONTACTED BY 47 MEDI-CORPSPERSONS PROVIDING EDUCATION AND RECREATION SERVICES FROM JUNE TO AUGUST, 1976

Type of Education or Recreation Service Provided	Number of Persons Helped	Total Hours Expended	Percent of Time Spent on Sub Activity
Community Athletic Programs	7714*	846	12.6%
Sports Events	1568*	349	5.2%
Other Recreation Activities-Festivals	2213*	244	3.6%
Community Film Presentation-Health and Entertainment	6745*	673	10.0%
Arrange Community Health Presentations by Resource persons	N/A	1638	24.3%
Provide Community Agencies Information and Awareness of Problems, Special needs of Migrants	N/A	1638	4.6%
School Health Presentation in Classrooms	2183*	308	4.6%
Other Education Service such as Cultural Awareness Presentations on "Teatro Campesinos"	4365*	1797	26.7%
Totals	29807	6831	100.0%

* Includes total attendance at events . Probably includes mixture of migrants and community members.

TABLE 4-5

TYPES OF PUBLIC AND PRIVATE COMMUNITY AGENCIES WORKED IN BY 47 MEDI-CORPS STUDENTS IN SUMMER 1976 WITH STUDENT ESTIMATES OF EFFECTIVENESS OF AGENCY IN PROVIDING SERVICES FOR MIGRANTS

Agency	Did You Work In This Type Of Agency?		Rate The Usefulness of Your Work			Do You Recommend This Agency For Future Medi-Corps-persons?		Does This Agency Provide Adequate Services For Migrant Families?		
	Yes	No	Successful and Useful	Partially Successful and Useful	Not Successful or Useful	Yes	No	Fully Provides Services	Partial Services	Services Lacking
Cancer Society	69%	31%	71%	18%	12%	100%	0%	33%	47%	20%
Public Health	82%	18%	52%	32%	16%	87%	13%	27%	59%	14%
Lung Society	38%	62%	43%	43%	14%	100%	0%	31%	50%	19%
Welfare Department	93%	7%	44%	48%	7%	100%	0%	41%	44%	15%
Schools	77%	23%	77%	23%	0%	96%	4%	36%	45%	18%
Local Clinics	76%	24%	50%	42%	8%	95%	5%	53%	26%	21%
Medical Association	31%	69%	22%	44%	33%	92%	8%	17%	33%	50%
Planned Parenthood	71%	39%	38%	50%	13%	94%	6%	39%	28%	33%
Doctors and Service from Hospitals in Area	90%	10%	48%	35%	17%	95%	5%	21%	47%	32%
Housing Authority	41%	59%	0%	67%	33%	93%	7%	8%	62%	31%
Board of Supervisors	29%	71%	20%	60%	20%	81%	19%	11%	33%	56%
Medi-Corps administrative Office	84%	16%	56%	33%	11%	100%	0%	44%	56%	0%
Migrant Education Regional Offices	87%	13%	37%	53%	11%	100%	0%	53%	47%	0%
Crippled Children's Society	44%	56%	15%	62%	23%	93%	7%	31%	56%	13%
Camp Manager	96%	4%	60%	32%	8%	96%	4%	57%	33%	10%
Camp Council	78%	22%	42%	46%	13%	100%	0%	50%	44%	6%

Medi-Corps Student End of Summer Evaluation of Programs: At the end of August, 1976, all Medi-Corps students were required to complete an End of Summer Experiencial Evaluation. A complete copy of this evaluation form is to be found in the appendix. As explained earlier, Medi-Corps retained a full time coordinator for 47 students located in various parts of the state including such remote areas as Tulelake. Three area liaisons were also retained, but these persons, like the Medi-Corpspersons themselves are graduate students and cannot be expected to evaluate the performance of Medi-Corps students as supervising teachers evaluate the work of Mini-Corps Teacher Assistants. Therefore, this program relies heavily upon student self-evaluation. In subsequent years, it will be necessary to devise a more local, professional observation and evaluation of the Medi-Corps student work. While the coordinator and the liaisons conscientiously observed the work of the Medi-Corps students, it is a logistical impossibility to expect full time on-site observations and evaluation of all Medi-Corps students.

The inventory of public and private agencies with which Medi-Corps students cooperated with and/or worked in during the summer of 1976 is displayed in Table 4-5. These data indicate a very high level of interaction with public health and welfare agencies, including patient clinics, and a comparatively lower rate of interaction with administrative agencies such as medical associations or boards of supervisors. This fact may indicate an increasing need for the program coordinator to initiate liaison with community administrative agencies. The need for this liaison with administrative agencies is further supported by the comparatively lower ratings students assigned to the success with such agencies.

The data which follow are summaries of Medi-Corps student self-ratings of their actual performance within the framework of the five major Medi-Corps work performance objectives. Each statement of the Medi-Corps work objective will be followed by self-ratings showing the proportion of students feeling that they obtained sufficient preservice training and on the job experience in each of the performance objective areas. Then, all of the students rated themselves in terms of the performance objective in terms of having achieved full professional development, feeling that they received much improvement during the past summer or needing improvement or dissatisfaction with their level of performance on each objective.

Objective A: Medi-Corpspersons, working in labor camps and community health agencies, will provide the following para-medical services to migrant families:

	Received Training		On The Job Experience	
	Yes	No	Yes	No
Preventive Dentistry	90%	10%	97%	3%
Health Screening Services, (e.g., T.B., hypertension, diabetes, hearing, etc.)	89%	11%	93%	7%
Laboratory Work	89%	11%	59%	41%
Immunizations	59%	41%	56%	44%
Practical Nursing Care	56%	44%	62%	38%
Infant and Prenatal care	78%	22%	81%	19%

--Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the Summer, 1976:

Fully Developed Professional Level	Much Improvement This Summer	Need Improvement or Dissatisfaction
17%	62%	20%

Objective A Comment: Next to the highest overall ratings by students of their self-assurance in performing this para-medical clinical objective were obtained. About 80% of the students were apparently satisfied with their level of development in administering para-medical skills. Most students felt that they received sufficient preservice training in these para-medical skills prior to summer experience. Only two of the skills seemed to lack actual experience, including practical nursing and laboratory work.

Objective B: Medi-Corpspersons, through direct home visits and adult education, will provide instruction to migrant families in the following areas:

	Received Training		On The Job Experience	
	Yes	No	Yes	No
Nutrition	75%	25%	76%	24%
Preventive Medicine and Dentistry	89%	11%	100%	—
Infant Care	69%	31%	71%	29%
Orientation to Community health and welfare services	84%	16%	92%	8%
Community Planning	28%	72%	63%	37%
Conversational English	25%	75%	64%	36%

—Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the Summer, 1976:

Fully Developed Professional Level	Much Improvement This Summer	Need Improvement or Dissatisfaction
10%	66%	24%

Objective B Comment: Again, high levels of claims by students that they received both preservice training and on the job experience in the instructional service skills areas were obtained. The one exception is in the area of community planning in which a large majority of students indicate that they did not get sufficient preservice training even though the data show they actually had to utilize community planning skills in their work. This may indicate the need for a preservice course on community planning.

Objective C: Medi-Corpspersons will provide the following direct social services to migrant families in their homes and communities:

	Received Training		On The Job Experience	
	Yes	No	Yes	No
Arrange recreation, leisure time activities	28%	72%	88%	12%
Provide consultation re: family financial, welfare, health or related problems	76%	24%	100%	--
Provide advocacy or representative services in business, legal, educational or medical transactions	62%	35%	96%	4%
Provide home/school liaison.	25%	75%	65%	35%

--Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the Summer, 1976:

Fully Developed Professional Level	Much Improvement This Summer	Need Improvement or Dissatisfaction
12%	60%	28%

Objective C Comment: In this area of the delivery of social services to migrant families, certain weaknesses show up that were not apparent in the previous performance objectives discussed. In the areas of recreation and leisure time activities and the supervision of home/school liaison services a large majority of students indicate that they did not receive any preservice training. Since the provision of home/school liaison services represents the potential for linkage with the Mini-Corps Program and is a high priority of Migrant Education, the formulation of a preservice training program in this area should be considered.

Objective D: As necessary to implement direct services standards, the following supportive services will be offered to migrant families:

	Received Training		On The Job Experience	
	Yes	No	Yes	No
Transport and Care of Children	38%	62%	83%	17%
Food Services	50%	50%	80%	20%
Child Enrollment and Record Keeping	5%	95%	35%	65%

—Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the Summer, 1976:

Fully Developed Professional Level	Much Improvement This Summer	Need Improvement or Dissatisfaction
4%	67%	30%

Objective D Comment: Here we seelslightly more slippage toward comparative dissatisfaction with their training in the area of providing social and supportive services. This finding would underscore the probable need for workshop courses on home/school liaison and child enrollment and record keeping services.

Objective E: Medi-Corps students will be able to read, write and speak both English and Spanish to a sufficiently high degree of proficiency to enable them to translate business, legal, education and health notices or communications for the migrant family and to compose proper replies to such communications following migrant family instructions:

Received Training: Yes: 19% No: 81%
On The Job Experience: Yes: 89% No: 11%

--Percent of students rating themselves as achieving the following levels of performance of this objective by the end of the Summer, 1976:

Fully Developed Professional Level	Much Improvement This Summer	Need Improvement or Dissatisfaction
21%	66%	14%

Objective E Comment: Reinspection of a portion of this report showing the preservice workshop will verify the students are correct when the great majority of them report that they did not receive any preservice training in communication skills in English and Spanish. However, the students appear to be compartively content with their level of development in communications skills since almost 90% of them feel they improved this summer or have reached a professional level of development. The findings here will underscore the need for initiation of a preservice communication skills testing program similar to that now practiced with Mini-Corps and including the Rivas Scale of Spanish Proficiency. In some respects, the need for a high level of written language proficiency in both English and Spanish may be more pronounced than for the Mini-Corps since the Medi-Corps students compose many brochures, adult lesson plans and other public relations documents for distribution to the Spanish-speaking community during the summer.

In summary, student ratings show very high confidence ratings overall with exceptions noted. In general, as demonstrated in the portion of this report dealing with the preservice workshop, preservice training is apparently very appropriate for the kinds of actual, on the job work performed. Some improvement may be needed in preservice workshops and on the job experience in a field like the social service areas such as home/liaison skills and proficiency to use English and Spanish in translation and composition community services.

Table 4-6 summarizes selected factors rated by Medi-Corps students which relate to their overall job performance. The data tend to support generally high levels of approval for program performance levels including the quality of their supervision and their own communications with the community and Migrant Education in general. The only two factors which show comparatively low or dissatisfied levels of performance are statewide communications with Mini-Corps and the quality of their housing. Medi-Corps students rate the quality of their college training to prepare them for their summer work as being comparatively high. This is in contrast with Mini-Corps students who have tended to rate their education preparation course work as lower. This difference is probably due to the fact that most Medi-Corps students are in pre-medical or medical training which is by its very nature quite specific to the actual para-medical work performed during the summer. Another gratifying ratings is that showing rather high performance levels of cooperation and liaison between Mini-Corps and Medi-Corps students this past summer. This finding is in stark contrast to ratings obtained in 1975 when the great majority of Medi-Corps students rated cooperative relations with Mini-Corps students as low.

TABLE 4-6

47 MEDI-CORPS STUDENTS RATE SELECTED FACTORS WHICH EFFECTED THEIR WORK DURING THE SUMMER OF 1976

FACTORS TO BE EVALUATED	Excellent	Good	Fair	Poor
Overall Quality of My Clinical Experience This Summer	18%	54%	14%	14%
The Supervision and Advice I Received From My Coordinator	30%	48%	15%	7%
The Advice and Support I Received From My Liaison	29%	36%	25%	11%
Overall Quality of the Preservice Training I Received This Past Summer	11%	50%	32%	7%
The Quality of My Regular College Year Course Work in Preparing Me to Serve In Medi-Corps.	27%	38%	23%	12%
Communications with Statewide Mini-C Corps Operations	14%	18%	25%	43%
Overall Effectiveness That This Summer Medi-Corps Program in Meeting The Local Health and Welfare Needs of Migrant Families in The Area	21%	55%	24%	--
Local Community Acceptance of the Medi-Corps Summer Program	43%	43%	14%	--
Quality of Services Provided By Migrant Regional Education Offices to People in This Area.	4%	43%	46%	7%
Communications With Agencies in My Area By Medi-Corps	32%	50%	18%	--
Housing Provided For Medi-Corps Students	15%	33%	11%	41%
Liaison and Cooperation With Mini-Corps Student Teacher Assistants in Area.	23%	42%	8%	27%
Evaluation Forms and Methods	8%	38%	42%	12%
Summer School Programs Offered For Migrant Education Pupils in My Area	5%	58%	29%	8%

Medi-Corps Supervisor Staff Ratings of Summer Program: In the California Mini-Corps Teacher Assistant Program we have developed a highly involved rating process over the years in which all teacher assistants are rated by an outside, independent agency such as a supervising regular classroom teacher. Because of the diversity of work performed by Medi-Corps students, it has not been possible, to date, to develop such a parallel system of objective outside raters of student performance. The work-load for Medi-Corps students was demonstrated to include a three-way division, including clinical, social and adult educational services to the community. All of these services are performed at different sites in the community and may or may not include observation by a professional worker. In view of this situation, we resorted to a supervisor rating system for Medi-Corps students in which the program coordinator and the field liaisons cooperatively filled out a Checklist Evaluation Form for each Medi-Corps student.

The supervisors rendered a final recommendation regarding Medi-Corps student performance in terms of rehiring. In this recommendation they indicated that 27 of the 47 Medi-Corpspersons should be rehired without interview, that 8 should be rehired with an interview to establish some problems which may have shown up during the summer, they recommended that 10 be rehired only if special conditions were met, usually having to do with student achievement and maturity, and they recommended that 2 students not be rehired under any circumstances. The proportionate breakout of students to be rehired versus those with special conditions approximates the findings for the Teacher Assistant Corps reported in Part III. In a similar question, the supervisors indicated that 36 of the 47 Medi-Corps students were appropriately placed such that they could deliver the workload expected of the Medi-Corps student and that 11 of the 47 were not appropriately placed. This would indicate more attention in subsequent summers to the kinds of tasks which Medi-Corps students must perform in a given community setting.

Table 4-7 includes a summary of the ratings assigned to all 47 Medi-Corpspersons by the program coordinator and their liaison. Following Table 4-7 is a breakout of items measuring qualities related to the specific Medi-Corps performance objectives. Our first inspection of Table 4-7 seems to show some spread in the different qualities rated. For example, the highest rated score is for item 1 "Understanding migrant farm workers" and the lowest comparative rating appears to be Item 27 "General knowledge of health education". As we study the clustered factors pertaining to the various Medi-Corps performance objectives following Table 4-7, we observe a rather homogenous conglomeration of overall ratings with four of the five factors being virtually equal in the composite ratings assigned. This is further evidence that the ratings may not have been discriminate enough to identify real strengths and weaknesses within this group of performing students. Workload data and student testimony have been presented to adequately prove that the Medi-Corps students were performing work almost exactly in keeping with the Medi-Corps objectives and that the overall quality of their work was high as indicated by patient service and attendance at adult functions. Supervisors were required to explain the special conditions necessary for rehiring those students whose overall performance did not appear to support an unobserved rehiring, this included 12 of the 47 Medi-Corps students. The most frequently mentioned reasons for reluctance for rehiring included such statements as: "Needs to develop initiative and desire to work, lacks understanding of the real purposes of Medi-Corps, lacked initiative and enthusiasm in providing direct services to migrants, needs to develop self-confidence, or lacks maturity and initiative". Remember that these conditions applied only to a minority of practicing Medi-Corps students. They may indicate, however, the need for a more stringent and probing pre-entrance interview process.

TABLE 4-7

PERCENT OF 47 MEDI-CORPS STUDENTS RATED FROM EXCELLENT TO POOR ON SELECTED ACTIVITIES BY THEIR SUPERVISORS SUMMER, 1976

ACTIVITIES	Excellent	Good	Fair	Poor	Did Not Observe
Understanding of migrant farmworkers and sensitivity to their needs.	59%	32%	9%	--	2%
Help provided to the clinical and agency staff in understanding the needs of farmworkers.	45%	48%	7%	--	7%
Effectiveness in providing actual health education instruction in Spanish as needed	33%	54%	13%	--	14%
Effectiveness as an interpreter between clinic staff and Spanish-speaking migrants.	43%	55%	2%	--	2%
Effectiveness as a suitable role model for migrant families.	35%	56%	9%	--	5%
Demonstrated knowledge and ability to perform para-medical clinical skills in a laboratory or clinical setting.	46%	49%	3%	3%	18%
Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies.	44%	44%	12%	--	4%
Demonstrated ability to work cooperatively with other members of the clinical team (such as other paraprofessionals, administration and medical and nursing specialists) for the provision of appropriate programs for migrant farmworkers.	36%	59%	5%	--	2%
Decorum	30%	65%	5%	--	5%
Health and Vitality	35%	65%	—	--	2%
Personal Appearance	28%	70%	2%	--	--
Poise	28%	64%	9%	--	--
Voice and Speech	36%	62%	2%	--	--
Judgement	28%	57%	15%	--	--
Enthusiasm	53%	34%	13%	--	--
Sense of Humor	60%	38%	2%	--	4%
Dependability	47%	45%	9%	--	--
Originality	36%	48%	14%	2%	11%
Personal Integrity	47%	41%	11%	--	2%
Respects attitudes and opinions of others	47%	34%	19%	--	--
Works harmoniously with others	33%	43%	24%	--	2%
Accepts criticism and suggestions	38%	44%	18%	--	--
Exhibits leadership potential	38%	38%	21%	2%	--
Ability to relate with migrant farmworkers	50%	37%	13%	--	2%

TABLE 4-7 (cont'd)

ACTIVITIES	Excellent	Good	Fair	Poor	Did Not Observe
Ability to bring forth an awareness of health programs to migrant farmworkers	38%	47%	13%	2%	4%
Interest and sincerity in providing ideas, opinions at Interagency or Camp Council Meetings	36%	40%	24%	--	11%
General knowledge of health education	20%	71%	9%	--	4%
Skill in lesson planning and organization	33%	53%	13%	2%	9%
Knowledge and use of teaching methods related to health education	22%	71%	7%	--	13%
Oral and written expression in English	43%	53%	4%	--	--
Oral and written expression in Spanish	44%	44%	11%	--	4%
Attention to individual differences of migrant family members	31%	64%	6%	--	23%
Professional attitude in working with other clinical staff	40%	57%	2%	--	5%
Knowledge of and operation of media equipment.	62%	35%	4%	--	45%

ITEMS FROM TABLE 4-7 MEASURING QUALITIES RELATED TO MEDI-CORPS PERFORMANCE OBJECTIVES

Factor A: Medi-Corpspersons, working in labor camps and community health agencies, will provide para-medical services to migrant families: Preventive dentistry, health screening services, laboratory work, immunizations, nursing care, infant and prenatal:

Related Skill-Checklist Evaluation	Excellent	Good	Fair	Poor	Did Not Observe
2. Help provided to the clinical agencies staff in understanding the needs of farmworkers.	45%	48%	7%	0%	7%
6. Demonstrated knowledge and abilities to perform para-medical clinical skills in a laboratory or clinic setting.	46%	49%	3%	3%	18%
8. Demonstrated ability to work coopertively with other members of the clinical team (such as other paraprofessionals, administration and medical and nursing specialists) for the provision of appropriate programs for migrant farmworkers.	36%	59%	5%	0%	2%
25. Ability to bring forth an awareness of health programs to migrant farmworkers.	38%	47%	13%	2%	4%
AVERAGE RATING OF SKILLS RELATING TO FACTOR A	41%	51%	7%	1%	8%

Factor B: Medi-Corpspersons, through direct home visits and adult education, will provide instruction to migrant families in the following areas: Nutrition, preventive medicine and dentristry, infant care, orientation to community health and welfare services, community planning and conversational English.

Related Skill-Checklist Evaluation	Excellent	Good	Fair	Poor	Did Not Observe
3. Effectiveness in providing actual health education instruction in Spanish as needed.	33%	54%	13%	0%	14%
27. General Knowledge of health education	20%	71%	9%	0%	4%
28. Skill in lesson planning and organization	33%	53%	12%	2%	9%
29. Knowledge and use of teaching methods related to health education.	22%	71%	7%	0%	13%
AVERAGE RATING OF SKILLS RELATING TO FACTOR B	25%	62%	10%	1%	10%

Factors C and D: Medi-Corpspersons will provide the following direct social and supportive services to migrant families in their homes and communities: arrange recreation, leisure time activities, consultation regarding family financial, welfare, health or related problems, advocacy or representative services in business, legal, educational or medical transaction, provide home/school liaison, transport and care of children, food services, child enrollment and record keeping:

Related Skill-Checklist Evaluation	Excellent	Good	Fair	Poor	Did Not Observe
7. Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies.	44%	44%	12%	0%	4%
26. Interest and sincerity in providing ideas, opinions at Interagency or Camp Council meetings.	36%	40%	24%	0%	11%
AVERAGE RATING OF SKILLS RELATING TO FACTORS C AND D	40%	42%	18%	0%	8%

Factor E: Medi-Corps students will be able to read, write and speak both English and Spanish to a sufficiently high degree of proficiency to enable them to translate business, legal, education and health notices or communications for the migrant family and to compose proper replies to such communications following migrant family instructions:

Related Skill-Checklist Evaluation	Excellent	Good	Fair	Poor	Did Not Observe
4. Effectiveness as an interpreter between clinic staff and Spanish-speaking migrants.	43%	55%	2%	0%	2%
30. Oral and written expression in English.	43%	53%	4%	0%	0%
31. Oral and written expression in Spanish.	44%	44%	11%	0%	4%
AVERAGE RATING OF SKILLS RELATING TO FACTOR E	43%	51%	6%	0%	3%

Factor F: Sensitivity and Concern For Migrant Farmworkers:

Related Skills-Checklist Evaluation	Excellent	Good	Fair	Poor	Did Not Observe
1. Understanding of migrant farmworkers and sensitivity to their needs.	59%	32%	9%	0%	2%
5. Effectiveness as a suitable role model for migrant families.	35%	56%	9%	0%	5%
24. Ability to relate with migrant farmworkers.	56%	37%	13%	0%	2%
32. Attention to individual differences of migrant family members.	31%	64%	6%	0%	23%
AVERAGE RATING OF SKILLS RELATING TO FACTOR F	45%	47%	9%	0%	8%

Table 4-8 displays a summary self-rating assigned by the three program liaisons and the coordinator to factors related to their work performance during the summer. Communications with Mini-Corps headquarters, the supervision of the liaisons and the coordinator apparently need to be improved.

TABLE 4-8

MEDI-CORPS LIAISONS AND COORDINATOR RATE WORKLOAD FACTORS RELATED TO THEIR PERFORMANCE DURING THE SUMMER OF 1976

FACTORS TO BE EVALUATED	Fully Adequate HIGH	Mostly Adequate AVERAGE	Partially Adequate FAIR	Needs Improvement POOR
Communications with Mini-Corps Headquarters			X	
Professional Materials For My Use		X		
Regional Office Liaison-Communications		X*		X*
Communications with Community Agencies	X			
Overall Medi-Corps Student Performance	X			
Overall Field Supervision Performance (volunteer supervisors at agencies who evaluated Medi-Corps students)		X**		
Supervision I Received From Mini-Corps			X	
The Pre-service Training Received by Medi-Corps Students (Davis)			X	
Housing Provided for Medi-Corps Students		X		
Evaluation Forms and Methods	X			
Instructions Medi-Corps Students Provided to Migrant Families	X			
Overall Quality of Clinical Services Provided by Medi-Corps Students in the Field			X	
Community Social Work Conducted by Medi-Corps Students	X			
Role and Work of The Liaison		X		
Preservice Orientation of School District Personnel	X			
Translation Services Provided by Medi-Corps Students	X			
Advocacy Services Provided By Medi-Corps Students	X			

* Good in Regions I, IV and VIII. Fair in Regions II and III.

**The coordinator and liaisons were somewhat divided in these self-ratings from "average to fair". The evaluator determined that the "mostly adequate" category best represented their true performance.

The coordinator and program liaisons were asked to identify and describe several outstanding services to migrant families in the various areas in which the Medi-Corps students worked this past summer. Following are some direct quotations from their report which identify several outstanding activities in each of the four regions and the Outdoor Education Program in which the Medi-Corpspersons participated.

"REGION I: Outstanding Activities

Gilroy Camp: Students obtained from the County Health Department the weekly services of a licensed physician and nurse. They provided full-time clinical referral services, and established a Social Services Center at the camp which included: Agency referrals, translation, sports activities and more. Medi-Corps students trained teen-age migrant children to work in these centers. The younger students were paid by other programs.

Kings City: Although the Medi-Corps students were not able to live at the camp because of lack of housing, their involvement with the migrant families at the camp and the community was outstanding. Some of their activities were: health and community education, translation and clinical services to the local clinic, dancing and cultural awareness classes for children, preparing information packets in Spanish, which was distributed to migrant families.

Watsonville and Hollister: Medi-Corps in these camps provided health and welfare advocacy services to include: Health education, nutrition, translation and mental services

REGION II: Outstanding Activities

Tulelake Camp: In this case, the Medi-Corps students were the only ones providing health and welfare services to the migrant families at the Newell Camp. Because of the lack of services in the Tulelake area, the families at the camp greatly depended on Medi-Corps to meet their health, welfare and counseling needs. The students were able to bring services into the camp such as: Welfare Eligibility Workers, Public Health Nurses, and distributing a resource file to the families.

All Camps in Region II received the services of the mobile screening van. Approximately 260 children were screened and referred to a doctor when needed. Besides the Medi-Corps students, there were medical students and volunteer doctors participating in these screenings. Doctor Gabriel Smilkestein from U.C. Davis participated in most of these screenings and /or obtained the services of the other volunteer doctors. He certainly should be acknowledged for his valuable support and for his participation at the Medi-Corps Summer Insitute.

Region III: Outstanding Activities

The camps in San Joaquin County (Harney Lane, Matthews #2 and Matthews #3) received support from the County Medical Association and the Farmworkers Health Project. Mr. Sam Holand, Administrator of this program, was a great help. Some of these outstanding activities in the above-mentioned camps were as follows:

Harney Lane: Students utilized Delta College resources for health presentations, provided at the pre-school.

Matthews #2 and #3: Students worked in the clinics and also provided health and welfare services.

Empire Camp: Although students could not live at the camp due to lack of housing, they provided excellent health and welfare services to the migrant families in the area, working in the clinicsand at the camp.

REGION IV: Outstanding Activities

Parlier Camp: A lunch program coordinated with Region IV was set up at the camp for the children after summer school was over. The Mini-Corps and Medi-Corps students were responsible for the implementation of this program at the camp. Fifty children from the Raisin City and Parlier Camps were taken on a trip to a mexican show in Fresno and the children were taken to McDonald's for lunch. Mostoof this was done through donations obtained by the Medi-Corps students.

Raisin City: The Medi-Corps students coordinated a lunch program provided by EOC. Also, health and welfare advocacy services and recreational activities were provided by the students.

Huron: The Medi-Corps students in this area did an outstanding job in community involvement. This included: Writing and submitting proposal for a very much needed Day Care Center, establishing a lunch program and recreational activities in the community center, working at the Five Points clinic, providing clinical referral and translation services to the migrant families of the community, helping establish an alcoholism and drug prevention program and helping to establish a clinic in the community. This is a highly migrant impacted community.

Porterville: The four Medi-Corps students assigned to this area worked in two teams in private migrant camps (also a camp run by the Tulare County Housing Authority). Among the outstanding services provided were: Screening with the help of volunteer nurses and doctors, health education, establishing a social services center at the Woodville Camp (this was done by approaching the Board of Supervisors and obtaining a building in the camp for this purpose) and many other health and welfare advocacy services to the migrant families in Tulare County.

Outdoor Education: Medi-Corps students assigned to Outdoor Education sites did an excellent job. Their services included: First Aid Treatment, Health and Nutrition Education, First Aid Training, Preventive Dentistry.

Approximately 3,000 dental hygiene kits were distributed to migrant children in all areas. Along with the kits the children received preventive dentistry education, such as movies, filmstrips, demonstration materials to teach them the proper dental care. This was a highly successful activity and should be increased next year.

One Medi-Corps student was given the responsibility of doing educational materials research. Three presentations in Spanish were prepared to be used by the students in conducting health education classes, plus research on films, materials, pamphlets, catalogues, legislation affecting health."

The coordinator and the liaisons were asked to decide whether or not certain pre-entrance qualifications should be retained for Medi-Corps students. The answers were similar to those given by the Team Leaders for Mini-Corps students and can be summarised as follows:

Medi-Corps students should continue to be required to live in housing close to migrant families; bilinguality is an absolute requirement for Medi-Corps students; marital status or sex does not seem to interfere with the Medi-Corps role; the length of work tenure of the coordinator and the liaisons was not sufficient, it should be extended before and after summer school service and the coordinator should be a year round role; the workloads of the Medi-Corps students were of sufficient length to genuinely benefit migrant families; and Medi-Corps should continue to restrict its enrollment to pre-medical, health, public health, dental and social service majors who are former migrants and bicultural persons.

The coordinator and liaisons recommended that future evaluation of Medi-Corps students be restricted to the coordinator, the liaisons and possibly camp managers and regional councils. This recommendation is in disagreement with the evaluator in that the evidence indicates clearly that professional medical workers and social welfare agency workers should be involved in the evaluation process as well as outside third party objective rators.

The supervisors listed in descending order of importance the following qualities which they feel are important to the performance of Medi-Corps students in their summer work (listed in order of highest to lowest importance):

1. Bilinguality
2. Mature personality
3. Knowledge of instructional techniques
4. Knowledge of subject matter
5. Independence (leadership)
6. Prior experience in Medi-Corps
7. Age
8. Sex
9. Marital status
10. College grades
11. Scholastic aptitudes

These listings of qualities correlate somewhat with a similar list generated by Team Leaders of Teacher Assistants. The two lists differ in that supervisors feel that knowledge of subject matter is, apparently, comparatively more important for Medi-Corps students than for Mini-Corps students.

Recommendations for the Improvement of Medi-Corps Derived From the Evaluation Data of 1976: The following recommendations appear to be supported by the evidence presented in Part Four:

1. A system for the objective and systematic observation and evaluation of Medi-Corps student performance needs to be developed. Outside, third party and independent evaluators need to be included in this process. Camp managers and regional people's councils should probably be included in this evaluation process. From a professional standpoint, health profession and social welfare workers should be included since the work performed directly relates to these professions. Our existing staff do not possess sufficient professional qualifications to be rating clinical services or social welfare services performed. Another possible avenue for the direct evaluation of Medi-Corps student performance may be to obtain audience ratings of the various film presentations and lectures on para-medical topics delivered during each summer of work.

2. The ratings of the preservice training courses were high and much above ratings assigned to similar workshops in the previous summer of 1975. The evidence showed that the great majority of material presented at the preservice workshop was actually used to good advantage during the summer of 1976. A few potential weaknesses were noted including the lack of inclusion of course work relating to the conduct of home/school liaison, services, the speaking and writing compositions in the Spanish language and child identification and enrollment services governed by the rules and regulations of migrant education.

3. The practice of leaving the liaison function with community agencies up to the Medi-Corps students may not be effective for some groups in some communities. For example, it was shown that the students did not feel that sufficient contacts, or contacts of adequate quality were made with such administrative agencies as medical associations, boards of supervisors or certain public service statewide agencies. It is recommended that during the regular school year, the coordinator of Medi-Corps along with Mini-Corps officials, attempt to create more lasting cooperative relationships with statewide medical and social welfare agencies. For example, position papers may be developed from the patient workload data reported in this section of the Evaluation Report to indicate that certain services may still not be available to migrant families in general. It seems to the evaluator that the planning for delivery of these clinical and social services for the Summer of 1977 should be a joint venture between Medi-Corps and the various medical and social agencies which have varying mandates for the delivery of these services.

4. Patient and client workload and referral data reported in this section of the evaluation report could have great social significance for proposed changes in the delivery of services to migrant families. Unfortunately, all of the data was collected by students engaged in a kind of honor system. Thus, it is not possible for us to vouch for the accuracy of such data. Clinical and social data related to the clients whom we are serving will become the basis for a client centered evaluation of our workload in subsequent years, therefore, a better quality of patient data needs to be collected for program evaluation purposes and social research and patient advocacy. Coordinators and liaisons should take more responsibility for the accurate recording of patient data, including referrals to appropriate agencies.

5. Due to the discrepancies between certain student and supervisor ratings of performance, it is recommended that pre-entry examinations be introduced into this program similar to those for California Mini-Corps and including, on a minimum basis, the Rivas Spanish Language Proficiency Test and a criterion referenced skills examination to be made up from questions submitted by the preservice instructors. By the use of these tests we would be better able to judge the innate proficiency of the Medi-Corps students in the areas of speaking Spanish and para-medical skills proficiencies.

6. A subgroup of students was identified with such personal adjustment problems and maturity level, motivation to perform expected summer tasks or attitudinal deficiencies. Therefore, it is recommended that a more rigorous and structured pre-entry interview and selection process be instituted for this program. On a minimum basis, the program supervisors should devise a routine structured interview to last at least one-half hour and include pertinent questions to prospective Medi-Corps students such as their background, their career aspirations, their motivation to perform exhausting clinical, social welfare and adult education services for migrant families at odd hours of the day and night and their dedication to pursue a health or social welfare related profession which will directly service migrant families in the rural areas of California upon their graduation. During the pre-entry interview, the students should be required to submit transcripts and letters of recommendation from professors in their fields of major preparation. Pre-screening should be performed by the program coordinator and a student selection committee composed of outside interested agencies. A rank order list of prospective Medi-Corps students should then be submitted to central Mini-Corps for final selection.

Following are a group of pictures showing the various functions and experiences of the Medi-Corps Program this past summer, including the Clinical and Screening Services, Health Education Services and Recreational Services.

MEDI-CORPS
CLINICAL AND SCREENING SERVICES

Supervising Volunteer
Physician at work in
Medi-Corps Screening
Clinic

Checking For a Sore Throat

Immunizations

Taking blood pressure

Reading T.B. Test Results

Say Ahhhhh

Hearing Test

Oral Immunization

(Lower Left)
Checking Eye Coordination

MEDI-CORPS
HEALTH EDUCATION

TEACHING ELEMENTARY FIRST AID TREATMENT TO CHILDREN
IN OUTDOOR EDUCATION

UNDERSTANDING DIABETES AND HOW TO TAKE CARE OF IT

EMERGENCY CARE FOR
AN INJURED PERSON

ENTERTAINING AND EDUCATIONAL
FILM PRESENTATIONS FOR THE
WHOLE FAMILY

TEACHING ABOUT IMMUNIZATIONS
AND KEEPING RECORDS

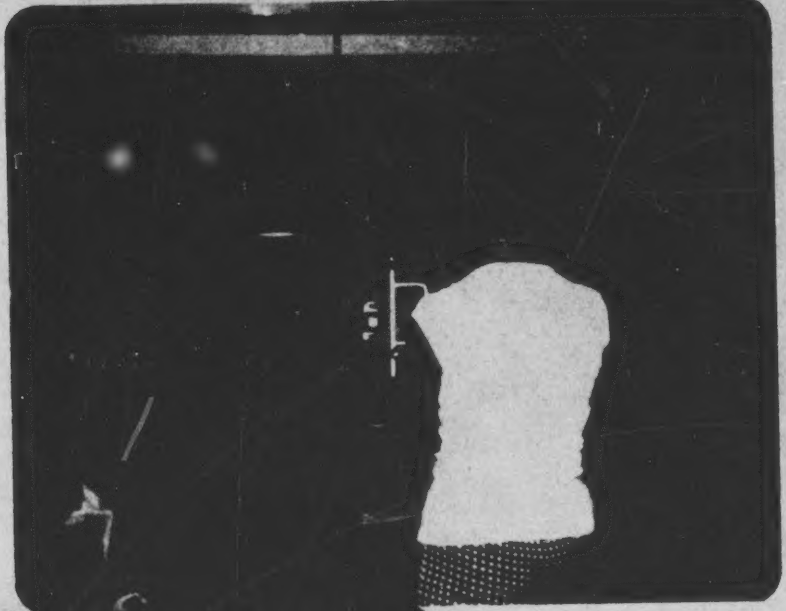
PREVENTIVE DENTISTRY
(3,000 Dental Hygiene Kits
were distributed to migrant
children in Summer 1976)

FAMILY PLANNING PRESENTATION

WHAT DO YOU DO WITH
A BROKEN LEG?
(Outdoor Education)

PRE AND POST-NATAL PRESENTATION

NUTRITION AND PROPER FOODS PRESENTATION



LEARNING ABOUT THE BODY THROUGH FILM PRESENTATIONS

WHAT IS A STETHOSCOPE?
HOW IS IT USED?
(Outdoor Education)

STUDENT COUNSELING

EVALUATION OF PROGRAM
MEETING

GIVING INFORMATION ON MEDI-CAL, MEDI-CARE, CRIPPLED CHILDREN'S SERVICES, BABY-WELL CLINICS, ETC.

DISTRIBUTING FOOD STAMP INFORMATION

PLANNING MEETING

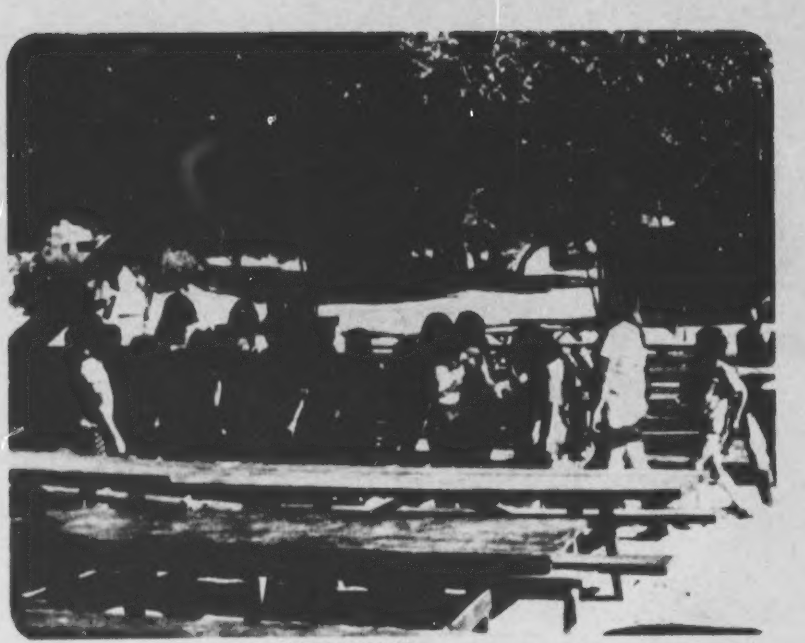
MEDI-CORPS
RECREATIONAL ACTIVITIES

LET'S GO TO THE MOVIES!

PLAY BALL!

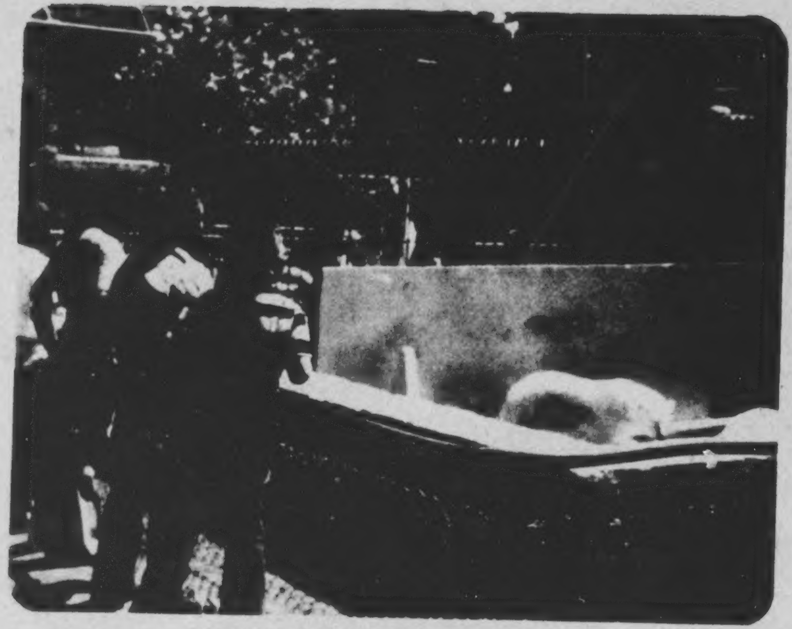
FUN TRIPS.

SOCIAL (and educational) GET TOGETHER



LUNCH PROGRAM

SING-A-LONG



RECREATIONAL EXPERIENCES

PART V

ADMINISTRATIVE TRAINEE PROGRAM

Background

The Mini-Corps Administrative Trainee Program was initiated in the Summer of 1975. It was designed as a two-year sequential program which would fulfill the California Administrative Credential requirements. Currently, the program has 17 participants, although it is presently budgeted for 22. Since the program's inception in 1975, there have been 22 participants involved in this program, although not necessarily all at the same time.

Some contributing factors to the dropout rate were maternity leave, illness, advance unit standings in other colleges and personal considerations. Since there are only four meetings in each semester, participation in each class is absolutely essential. For instance, if a participant misses one class he has essentially missed one quarter of the curriculum for the class. If anyone misses more than one class, it consitutes an automatic drop.

How is this program different from traditional credential programs? Since this program convenes at several locations in California, it has been labeled as the Mini-Corps' "traveling side show". Essentially, Trainees take the same basic courses as students involved in the regular curriculum, although they do not meet on the Chico campus at all times. Some of the class meetings have been held in: Chico, Fresno, Modesto, Sacramento and some meetings were scheduled for San Jose. To provide a greater degree of relevancy, professors try to utilize the participant's experience and background, i.e., projects, reports, papers, class interaction, etc. Beyond this, the curriculum content for each class has not been basically different than what is traditionally offered in the colleges now for regular school administrator candidates. The professor has stressed on numerous occasions his wish not to compromise the class content for the sake of the program.

Sequence of Courses: In the Summer of 1975, the following two courses were offered: (1) Educational Administration, Education 385, three units; (2) Supervision and Field Experience, Education 387, three units. In the Fall of 1975, Evaluation of Instruction, Education 386, three units; in the Spring of 1976, Management Fundamentals and Facilities, Education 390-A, three units; in the Summer of 1976, Elementary Principalship, Education 391-A, three units; in the Fall of 1976, the class will be The Law and Education, Education 293, three units. For the Spring, it is not certain as to what the title of the course will be.

Trainee Meetings: Purpose: Since the inception of the program, the Trainees found a need to have better communication among themselves and the Mini-Corps administration. There needed to be a method of representation from the group to the administration where communication could more easily be obtained. To fulfill this need, two decisions were made by the group: (1) To elect representatives from within the group which would keep the group advised of any decisions made by the administration and to make known to the administration any concerns the group may have; (2) The Trainees would meet as a group on Saturday evening after class time to listen to reports that anyone wished to make, information dissemination, representatives reports, guest speakers and trainee input.

Before each meeting the representatives develop an agenda. After the meeting, the minutes of each meeting are sent to the Mini-Corps Office. Each Trainee then receives a copy of these minutes.

Summer Placement: The first summer in which the Administrative Trainee Program was in operation, the Mini-Corps Trainees were assigned to summer schools throughout California that were to utilize them as vice-principals. In most cases, this was done as agreed upon, although it was reported that some participants did not have the kinds of experience that were desired. In the Summer of 1976, Trainees were basically given three choices for summer work experience.

Choice #1: If the participant had a meaningful situation in the school in which he/she was working, it would be satisfactory for the participant to satisfy the field experience requirement in an administrative position of that school. This, of course, was contingent upon it serving migrant children. Choice #2: Assignment to one of the migrant summer programs as vice-principal. This, of course, had to be cleared as to the kind of experience the participant would be receiving in this position. The concerns he had regarding this assignment were to make sure the participants were placed in situations that would help the participant grow professionally. Choice #3: Some Administrative Trainees were used for supervision of the Mini-Corps field experience. This meant that participants would be responsible for 12 to 15 Mini-Corpspersons for a six-week period during the Summer of 1976. This entailed working with Mini-Corps teachers and Mini-Corpspersons in both the school and camp activities.

Procedures of Investigation: Unlike other Mini-Corps component programs, the Administrative Trainee Program lacks full time coordination and supervision services. The graduate level preparation program has been designed and is taught by California State University, Chico. Most of the Administrative Trainees have full time teaching positions during the regular school year. Communications with this group have proved to be difficult. For example, after 18 months of effort, we were able to obtain only 14 of 20 evaluation checklists for Administrative Trainee performance.

Most of the information reported in this section was derived from a followup questionnaire entitled "Evaluation of Trainee Performance Form" a copy of which is contained in the Appendix.

As noted earlier in this report, a definitive set of program and performance objectives does not exist for the Administrative Trainee Program. Thus, this initial attempt to evaluate the Trainee Program must be viewed as a preliminary inventory of the activities performed by the Administrative Trainees. In October of 1976, a plenary session is planned with the Administrative Trainees, college and Mini-Corps officials in order to generate a set of performance objectives for this program and to develop guidelines and standards for persons involved in the program.

Findings: All of the following information is based upon 14 completed evaluation of Trainee performance forms. We were able to obtain completed forms from school administrators in 8 cases and 6 forms were self ratings completed by the Trainee.

The initial set of questions pertained to communication services provided by California Mini-Corps to school administrators participating in the program and receiving Administrative Trainees for summer service in 1976, the responses to these three questions follow with a designation of the percent of persons indicating that they did and did not receive the service:

> Were you provided with sufficient information describing the Program prior to the arrival of the Administrative Trainee? Yes: 57% No: 43% .
>
> Did you receive information such as a vita outlining the qualifications and training requirements of the Administrative Trainee? Yes: 43% No: 57%
>
> Was the Trainee able to describe the Program and his or her background in sufficient detail to enable you to assign the Trainee to appropriate tasks? Yes: 93% No: 7%

It has been shown that Mini-Corps did not provide in general sufficient information describing the program or confidential information outlining the qualifications and training of the Administrative Trainees prior to their arrival on the job. Apparently, the Administrative Trainees were able to describe the programs and their backgrounds sufficiently to the managing administrator when they arrived on the job. This excercise in orientation probably represented an amount of wasted time when the candidate could have been placed directly into Administrative Trainee tasks in the school district of his assignment.

Question 4 on Page 2 of the Evaluation Form sought to establish the typical workload of the Administrative Trainee during the summer school session he/she was assigned. The length of session of the summer schools ranged from 25 to 55 days with an average length of 34.6 days or about 7 weeks. The Administrative Trainees' workload during this period of time ranged from 20 to a high of 50 hours per week with an average of 38.8 hours of work per week during the summer school session.

The Administrative Trainee's services were devoted to the following kinds of education programs during the summer school:

32% were involved exclusively with the Migrant Education Program.
21% were involved exclusively with the regular education program.
47% were assigned to a combination of migrant and regular education programs.

The 47% of Trainees who designated their time as being spent on a combination of migrant and regular education programs were asked, in addition, to estimate the percent of their time devoted to the migrant education component of their assignment. 73.6 Percent of the time was devoted to Migrant Education Program activities. Therefore, it may be stated that about 80% of the Administrative Trainees devoted the essential part of their workload to service to migrant education program functions.

Table 5-1 presents our first attempt to inventory the kinds of activities performed by Administrative Trainees during their summer school assignments as well as rating these activities in terms of the professional quality of their performance. The first column of Table 5-1 contains an exhaustive list of all of the activities performed by Administrative Trainees during the Summer of 1976. The next three columns indicate whether or not the Trainee actually performed the activity. In some cases, the Trainee was allowed to observe the activity but to not actually engage in it, and this is indicated in the column labeled "Observed Only". The last three columns of Table 5-1 summarize actual ratings of the various administrative activities assigned to the Administrative Trainees who actually performed the activity.

TABLE 5-1

ACTIVITIES PERFORMED BY ADMINISTRATIVE TRAINEES DURING SUMMER SCHOOL ASSIGNMENTS WITH RATINGS OF THESE PERFORMANCES

ACTIVITIES PERFORMED BY ADMINISTRATIVE TRAINEES	Did Trainee Perform Activity?			Trainee's Performance Was: (For those actually engaged in activity)		
	Yes	No	Observed Only	Professional Quality	Acceptable With Supervision	Needs Improvement
Budget Planning & Development	31%	54%	15%		80%	20%
Budget Management & Control	38%	46%	15%	33%	33%	33%
Office Management	79%	21%		43%	57%	
Teacher Supervision	86%	7%	7%	56%	44%	
Curriculum Planning and Development	62%	15%	23%	56%	44%	
Student Discipline	86%	7%	7%	92%	8%	
Student Counseling	86%	7%	7%	100%		
Parent Interviews	64%	29%	7%	70%	30%	
Program Evaluation	69%	23%	8%	63%	37%	
Substitute Teaching	38%	62%		88%	12%	
Grievance Negotiations	38%	62%		83%	17%	
Public Relations	92%	8%		79%	21%	
Community Liaison	71%	29%		50%	50%	
Public Speaking	50%	50%		63%	37%	
Written Reports	77%	23%		56%	44%	
Arrange Transportation of Pupils Services	85%	15%		82%	18%	
Food Services	38%	54%	8%	50%	50%	
Attendance	75%	17%	8%	80%	20%	
Translation Services	73%	27%		64%	36%	
Committee Work	36%	64%		86%	14%	
Inservice Training	69%	31%		33%	67%	
Order & Distribution of Supplies	69%	31%		67%	33%	
Cost Accounting	42%	58%		20%	80%	
Statistical Reports	57%	43%		100%		

The weakest comparative areas of experience are those involved with such important activities as budget planning and development, budget management and control, attendance at professional committee meetings or cost accounting functions. Less than a majority of the Trainees engaged in any of these important management activities. Moreover, for those Administrative Trainees actually engaging in these management activities, the ratings were comparatively lower than in other service areas.

Most of the Trainees obtained direct experiences with pupil related functions and these areas proved to be the most successful in terms of performance rating. Student discipline, student counseling, and attendance activities were participated in by the vast majority of Trainees. Also, the great majority of the Trainees were rated at a professional level of quality in these activities. This finding is important because it tends to indicate that the handicap in dealing with student discipline and attendance activities as witnessed in the ratings of younger Mini-Corpspersons in other sections of this report has been largely overcome by the Administrative Trainee group.

Another cluster of activities successfully participated in by the Trainees included Public Relations activities, translation services and teacher supervision. The cumulative findings tend to indicate that this group of Trainees is most successful with people-oriented activities with pupils, parents and teachers and are less successful with technical management and administrative activities such as budget planning, development and control.

Two sorts of summary evaluations were obtained. First, the administrative supervisors were asked to weight the Administrative Trainee's potential as a prospective school administrator:

57% rated the Trainees as outstanding.
43% rated the Trainees as above average.
None rated the Trainees as average to below average.

Administrator supervisors were asked to rank the Administrative Trainees according to the following career ladder and in answer to the following question:

> "Assuming that this person completes the necessary training programs, I feel that the person has the eventual potential to achieve the following career aspiration":

15% - District Superintendent
21% - District Associate or Assistant Superintendent
12% - District Program Manager or Director
21% - School Principal
12% - School Vice-Principal
12% - Supervisor or Teacher Team Leader
6% - Teacher

The preceeding data indicate that the majority of our Administrative Trainees appear to have the potential to aspire toward jobs at or above the School Principal level and about 18% would be recommended for Administrative positions below the school-wide administrative level.

Recommendations: Although the data presented in this section is not as exhaustive as that presented for other components of the California Mini-Corps Program, the following recommendations appear warranted:

1. Communications were shown to be poor at all levels of this program which includes such areas as communication with college instructors, with receiving summer school administrators and with the Administrative Trainees themselves. It is recommended that brochures and guidelines be developed similar to those for other component Mini-Corps Programs for distribution to school district administrators prior to the arrival of the Administrative Trainees. Also, Administrative Trainees should be encouraged to prepare thorough and professional vitas for transmission to prospective employers.

2. A coordinator should be retained for the Administrative Trainee Program with functions similar to the coordinator for Medi-Corps or the year round college coordinators. Such coordinator should develop a timeline for the development of various program elements such as college curriculum, standards for enrollees, inservice training curriculum, criteria for summer school placement and definitive and separate program and performance objectives for this program. The coordinator should also plan for a differentiated graduate school California Mini-Corps Program to include counselor trainee preparation and specialist curriculums. It will be shown in the next section of this report that inactive or former Mini-Corps students aspire to higher level positions which are not necessarily administrative in nature. For example, a significant number of former Mini-Corps students wish to prepare for such specialist roles as bilingual curriculum consultant or teacher team leaders. Therefore, it would seem logical to differentiate the curriculum of the Administrative Trainee Program to include more specialized tracks of preparation.

3. Summer school Administrative Trainee placements do not appear to be well defined in terms of the actual needs of the Trainees themselves. For example, the amount of time actually spent on the job should be clearly specified as well as the mix of services required to migrant versus regular students.

4. The actual experience and ratings of existing Trainees indicate a weakness in the area of preparation for management activities. It is recommended that placements be found in the future which will include these more technical aspects of school administration.

PART VI

FOLLOWUP STUDY OF THE ETHNIC BACKGROUND, MIGRANCY AND CAREERS OF FORMER MINI-CORPS STUDENTS

Purposes and Procedures for Continuing Followup Studies for Active Mini-Corpspersons: The main purpose for expending resources for the followup study of former Mini-Corpspersons is related to the second major program objective of Mini-Corps which states:

> "Increase the number of professional educators who are specially trained, experienced and committed to work with migrant children."

In addition, California Mini-Corps also stipulates a number of qualifications for admittance into the Teacher Assistant Training Program; some of these qualifications for admittance follow and will be assessed in this part of the 1976 Evaluation Report:

"Mini-Corps students must be enrolled as full time students in an institution of higher education.

Mini-Corps students must be citizens of the United States or meet resident criteria.

Mini-Corps students must have knowledge of the migrant family lifestyle.

Mini-Corps students have teacher education as their goal.

Mini-Corps students should be able to communicate in English and Spanish with a high degree of proficiency."

Of course, these program standards and objectives have been partially measured in other parts of this Evaluation Report. In this section, we are primarily concerned with the extent to which former Mini-Corpspersons have met the standards of Mini-Corps and have entered into education careers thus fulfilling one of the main program objectives of Mini-Corps.

This continuing followup study is merely a part of a long-time effort to maintain communication with Mini-Corps graduates and trace their careers. An initial followup study was conducted in the winter of 1974 and the results of this followup study were reported on Pages 39 through 49 of the California Mini-Corps 1975 Evaluation Report. Although the format and procedures for this current followup study were somewhat different because it included the search for differentiated data, comparisons will be made with the 1974 findings where appropriate.

The procedure utilized for the collection of the 1976 followup data included the collection of permanent record forms for all active and former Mini-Corpspersons in a special mailing of a questionnaire to inactive or former Mini-Corpspersons. We obtained 196 permanent records for active Mini-Corps students and 210 permanent records for inactive or former Mini-Corps students. The latter figure was somewhat disappointing since about 700 followup questionnaires were sent to former Mini-Corpspersons yielding only about a 30% return. Copies of the permanent record form and the followup questionnaire are contained in the appendix of this report.

Findings Relative to Ethnic Background and Migrancy: In this section, data have been compiled describing both active and former Mini-Corpspersons in order to compare trends in ethnic background, linguistic groupings, citizenship and patterns of migrancy. All of the data in this section are based upon 406 individual replies taken from permanent record forms, 210 of which represent inactive or former Mini-Corps students and 196 of which represent active Mini-Corps students as of the summer, 1976. The former Mini-Corpspersons included in this sample tended to be recent graduates with their last experience in Mini-Corps being the summers of 1973 or 1974. In general, Mini-Corps appears to have lost contact with its older former Mini-Corps students, particularly dating from the period 1967 through 1972. However, since this sample of 210 former Mini-Corps students is comparatively recent, the trend for ethnic background and citizenship identified in this section of the evaluation report may be highly significant.

Table 6-1 presents information bearing upon the ethnic background and language groupings of Mini-Corps students in general. The samples of active and former Mini-Corps students were combined in this table since their were few differences between the two groups with reference to ethnic identity. As expected, Table 6-1 demonstrates very conclusively that the vast majority of our students come from Mexican homes and Spanish-speaking heritage. Less than 1% of this large sample came from backgrounds other than Spanish-speaking heritage. Thus, while Mini-Corps can state convincingly that it does indeed choose students from a cross-cultural and bilingual background, it may have gone too far in the direction of creating an essentially segregated ethnic program. Perhaps the most significant finding involves groups not present in Table 6-1. No students of Portuguese heritage or American-Negro heritage are included. Although the migrant population is known to include East-Indian, mixed Asian and Portuguese students, these ethnic groups are not represented in Mini-Corps Student Teacher Assistants. The Filipino and European (other white or so-called "Anglo") students are probably also underrepresented in the student composition of Mini-Corps.

TABLE 6-1

ETHNIC BACKGROUND BY PERCENTAGE OF ACTIVE AND FORMER MINI-CORPS STUDENTS (N=406)

ETHNIC BACKGROUND	NUMBER	PERCENT
Mexican (both parents)	373	91.87%
Mexican/Other White	5	1.23%
Mexican/Filipino	5	1.23%
Mexican/American Indian	3	0.73%
Mexican/Cuban	1	0.24%
SUBTOTAL OF MEXICAN HERITAGE	387	95.32%
Central American	3	0.73%
South American	2	0.49%
Puerto Rican	1	0.24%
Filipino	1	0.24%
SUBTOTAL SPANISH-SPEAKING HERITAGE	394	97.04%
Asian	2	0.49%
European (Other White)	1	0.24%
East Indian	1	0.24%
SUBTOTAL OTHER THAN SPANISH-SPEAKING HERITAGE	4	0.98%
SUBTOTAL SAMPLE RESPONDING	398	98.03%
DECLINED TO ANSWER	8	1.97%
TOTAL	406	100.00%

Table 6-2 shows the birthplace of both inactive and active samples of Mini-Corps students. The most interesting trend notable on Table 6-2 is the tendency for active Mini-Corps students to be born in Mexico. Thus, while a clear majority of former or inactive Mini-Corps students were born in California, only a minority of active Mini-Corps students were born in this state.

TABLE 6-2

BIRTHPLACE OF INACTIVE AND ACTIVE MINI-CORPS STUDENTS

TOTAL SAMPLE:		INACTIVE:		ACTIVE:	
Mexico	24.63%	Mexico	15.71%	Mexico	34.18%
California	46.3 %	California	53.8 %	California	38.26%
Texas	20.19%	Texas	21.42%	Texas	18.87%
Other States	6.65%	Other States	14.66%	Other States	6.63%
Other Country	1.47%	Other Country	.95%	Other Country	2.04%
Declined to Answer	.73%	Declined to Answer	1.42%		

Table 6-3 displays the citizenship of inactive and active Mini-Corps students. As we might expect from the changing patterns of birthplace, a growing number of active Mini-Corps students retain Mexican citizenship. Among the active student group, 6 persons indicated no intention to seek U.S. citizenship. This represents the first time in Mini-Corps history that such a response was illicited.

TABLE 6-3

CITIZENSHIP OF INACTIVE AND ACTIVE MINI-CORPS STUDENTS

TOTAL SAMPLE:		INACTIVE:		ACTIVE:	
USA	87.43%	USA	93.33%	USA	81.12%
Mexico	11.57%	Mexico	5.71%	Mexico	17.85%
Other	.73%	Other	.47%	Other	1.02%
Declined to Answer	.24%	Declined to Answer	.47%		

Table 6-4 shows the birthplace and citizenship of both inactive and active Mini-Corps students. In keeping with the other trends noted, both the birthplace and citizenship of the parents is tending to be more likely Mexican in the active sample of Mini-Corps students.

TABLE 6-4

BIRTHPLACE AND CITIZENSHIP OF THE PARENTS OF INACTIVE AND ACTIVE MINI-CORPS STUDENTS

TOTAL SAMPLE:		INACTIVE:		ACTIVE:	
Mother's Birthplace:					
Mexico	48.76%	Mexico	43.33%	Mexico	54.59%
Texas	16.74%	Texas	21.42%	Texas	16.83%
California	18.22%	California	53.8 %	California	14.79%
Other States	11.57%	Other States	6.66%	Other States	9.18%
Other Country	2.46%	Other Country	.95%	Other Country	1.53%
Declined to Answer	2.2.%	Declined to Answer	1.42%	Declined to Answer	3.06%

TOTAL SAMPLE:		INACTIVE:		ACTIVE:	
Mother's Citizenship:					
Mexico	41.3 %	Mexico	38.09%	Mexico	44.38%
US	54.18%	US	59.04%	US	48.97%
Other Country	.98%	Other Country	.95%	Other Country	1.02%
Deceased	.73%	Deceased	.47%	Deceased	1.02%
Declined to Answer	2.95%	Declined to Answer	1.42%	Declined to Answer	4.59%

TOTAL SAMPLE:		INACTIVE:		ACTIVE:	
Father's Birthplace:					
Mexico	58.86%	Mexico	53.33%	Mexico	64.79%
Texas	13.3 %	Texas	14.28%	Texas	12.24%
California	9.85%	California	10.95%	California	8.67%
Other States	10.59%	Other States	13.8 %	Other States	7.14%
Other Country	3.69%	Other Country	4.28%	Other Country	3.06%
Declined to Answer	3.2 %	Declined to Answer	2.38%	Declined to Answer	4.08%
Unknown	.49%	Unknown	.95%		

TOTAL SAMPLE:		INACTIVE:		ACTIVE:	
Father's Citizenship:					
Mexico	45.32%	Mexico	40.95%	Mexico	50.00%
US	43.59%	US	49.04%	US	37.75%
Other Country	1.47%	Other Country	1.42%	Other Country	1.53%
Deceased	3.2 %	Deceased	1.9 %	Deceased	4.59%
Declined to Answer	6.4 %	Declined to Answer	6.66%	Declined to Answer	6.12%

Table 6-5 displays the percent of parents of active and inactive Mini-Corps students who actually worked as migratory farmworkers. The table also shows the percent of inactive and active Mini-Corps who at some time during their careers have actually worked as migrant farm laborers. In this table, we detect virtually no changes in the pattern of Mini-Corps students and their parents to have been active migratory farm laborers. It can be stated confidently that California Mini-Corps does indeed recruit students whose parents were migratory farm laborers and themselves have generally been in farm labor.

TABLE 6-5

PERCENT OF INACTIVE AND ACTIVE MINI-CORPS STUDENTS AND THEIR PARENTS WHO WERE MIGRANT FARMWORKERS

TOTAL SAMPLE:						
Parents as Migrant Laborers:	Yes:	90.88%	No:	7.38%	Declined to Answer:	1.47%
Students as Migrant Laborers:	Yes:	76.1 %	No:	21.92%	Declined to Answer:	1.97%
INACTIVE:						
Parents as Migrant Laborers:	Yes:	92.38%	No:	7.14%	Declined to Answer:	.47%
Students as Migrant Laborers:	Yes:	75.71%	No:	23.33%	Declined to Answer:	.95%
ACTIVE:						
Parents as Migrant Laborers:	Yes:	89.28%	No:	7.65%	Declined to Answer:	3.06%
Students as Migrant Laborers:	Yes:	76.53%	No:	20.4 %	Declined to Answer:	3.06%

Findings Relative to Career Entry: Table 6-6 presents a gross summary of the kinds of positions inactive or former Mini-Corpspersons have entered since leaving service with Mini-Corps. As noted earlier, this sample tends to include more recent graduates from the 1973 and 1974 project years. In general, Mini-Corps has lost contact with its older graduates. The average inactive Mini-Corps student included in this sample had been out of Mini-Corps for 2.07 years with a rangeffrom 1 to 5 years.

TABLE 6-6

PERCENT OF SAMPLE OF INACTIVE MINI-CORPSPERSONS ENTERING EDUCATION PROFESSIONS, OTHER PROFESSIONS OR UNEMPLOYMENT

EMPLOYMENT STATUS OF INACTIVE (FORMER) MINI-CORPSPERSONS	PERCENT OF SAMPLE
Full-time Teaching Position	64.7%
SUBTOTAL WHO ARE BILINGUAL TEACHER SPECIALISTS	19.1%
Full-time Education Administration or Counseling	13.2%
Medical and Social Service Professions	7.4%
Other Professions	4.4%
SUBTOTAL NON-EDUCATION PROFESSIONS	11.8%
Unemployed	10.3%
TOTAL SAMPLE	100.0%

In spite of the recency of graduation, Table 6-6 reveals two interesting trends for career placement including:

1. The tendency for Mini-Corps students to be upwardly mobile with about 32% of the total sample entering fields of bilingual teacher specialization or full time education administration or counseling, and
2. A significant increase in the unemployment rate is noted at 10.3% in 1976 as compared with 5.9% in 1974.

Among the 64.7% of inactive Mini-Corps students listing their present occupation as "teacher", 35.3% of the total sample or 54.5% of the teacher sample, listed their occupation specifically as "elementary or secondary teacher-undifferentiated". Further inquiry revealed that most of these active, undifferentiated classroom teachers had migrant pupils in their classrooms from time to time but were not specifically assigned as teachers for or paid by the migrant education program. In contrast, the 1974 sample revealed relatively few former Mini-Corpspersons involved as specialists in migrant or bilingual education. In 1976, 19.1% of the total sample or 29.5% of the teacher sample report their occupation as full time teacher specialists in migrant or bilingual education. Many of these young people have now entered into Resource Teacher roles for migrant education or are Spanish language specialists or consultants for their school system.

The 1976 sample also shows an increase in the subtotal engaging in non-education professions which is 11.8% for 1976 and was 6.9% in 1974. Persons entering non-education professions appear to do so for monetary reasons as will be demonstrated later. For the first time, our data revealed distinct upward mobility patterns into education administration with a few former Mini-Corpspersons listing their professions as school principal, university professor, curriculum specialist or director of various ESEA programs.

The inactive students were asked to list their first as well as their present job. This data is difficult to incorporate into tables, but revealed a tendency for the first job to be in a para-professional position or non-teaching position. These figures tend to verify the growing unemployment or nonplacement rate and probably indicate the simple fact that professional teaching jobs are simply far more difficult to locate than they were several years ago. Typical of the first job designations listed were such placements as "business machine operator, assistant bookkeeper, librarian aide, tutor, teacher aide, or community liaison worker". It would appear that most of the inactive students were able to locate a professional job by their second year after graduation as indicated in Table 6-6. When asked if they want to be informed of job openings in education, inactive students replied as follows: Yes: 75% No: 6% No Answer: 19%. This finding along with findings related to salary structure and career aspiration indicate a strong need for post-graduate placement services.

The Mini-Corps graduates were asked what their future plans are. Only 17.6% of the sample responding indicated that they wished to remain classroom teachers.

51.5% of the sample responded that their future career aspirations included administrative training and placement. About 21% of the sample desired to become school administrators from superintendent down to principal. About 20% of the sample aspired to become project or program directors. A separate 16.2% of the sample wished to train to become school counselors.

When asked if they need to receive additional support training or financial aid to reach these career objectives, 64.7% responded yes, 13.2% responded no, and 22% declined to answer. These data clearly indicate the upward career aspiration of former Mini-Corps students, the need for post-graduate placement services and the need for advanced post-graduate training in school administration and school counseling.

Table 6-7 demonstrates the differences among gross incomes of former Mini-Corps students serving in selected education professions. It is clearly demonstrated that those former students choosing to remain in rural elementary teaching positions will make a monetary sacrifice. Perhaps the most interesting data is the comparison between regular elementary teachers and rural elementary teachers of migrant pupils in their classrooms. Although these groups have virtually similar years of experience, the elementary teachers of regular pupils earn about 15% more salary.

TABLE 6-7

GROSS INCOMES OF INACTIVE MINI-CORPS STUDENTS EMPLOYED IN SELECTED OCCUPATIONS FOR TAXABLE YEAR 1975 AND 1976
(Estimated)

TYPE OF EMPLOYMENT	AVERAGE YEARS OUT OF MINI-CORPS	AVERAGE GROSS INCOME 1975	AVERAGE GROSS INCOME 1976 (Estimated)
Elementary Teacher-Rural with migrant pupils in classroom	1.91	$8,926	$10,167
Secondary Teacher-Rural with migrant pupils in some classrooms	2.00	11,405	11,931
Elementary Teacher-Regular Pupils	2.07	10,406	11,444
High School Counselors	2.00	12,000	13,500
School Administrators	3.00	18,191	21,333

Recommendations: The following recommendations seem approppiate after study of the data contained in this section of the Evaluation Report:

1. An intensive effort needs to be mounted to contact former Mini-Corps students, especially those students leaving prior to 1973. An active alumni association coupled with a periodic Newsletter appear to be viable alternatives for the solution of this problem.

2. Significant numbers of former Mini-Corps students have requested post-graduate placement services. Also, We appear to be witnessing a growing unemployment rate. It is recommended that a study be made of the feasibility and the expense of incorporating a placement service into Mini-Corps operations.

3. Since the aspiration level of former Mini-Corps students is high with more than half of them planning to enter administrative positions, and 16% planning to enter counseling positions, it is recommended that the existing Administrative Trainee Program be expanded to include preparation for a diverse range of administrative positions and that a counselor trainee program be inaugurated.

4. The proportion of other White, Portuguese, East-Indian, Black and Asian students should be increased in this program.

5. With proportionate numbers of Mexican nationals entering our program, the policy on citizenship needs to be reviewed. Specifically, should Mini-Corps continue to require application for U.S. citizenship as a condition for enrollment in the program?

PART VII

STUDENT EXAMINATIONS AND RELATED ACADEMIC PROFILE FOR ACTIVE MINI-CORPS STUDENTS

Academic Standing and Colleges Attended: It was shown in Part III of this report that two-thirds of our participating students or 66.9% were female. This fact may account for the high academic standing of our students. Regrettably, it was also shown in Part III that among students recommended for rehiring only if certain condtions were met, almost half of this group was male, indicating that we not only have fewer male students participating in the program but have more problems with the male students who are participating as compared with the female group. Although the data which follow are not broken down by the sex of the student, individual inspection of the data revealed that male students tended to score at lower grade point average ranges than did the female students. Both of the students below Mini-Corps GPA standards were male.

Table 7-1 summarizes the grade point averages earned by active Mini-Corps students as of the Summer of 1975, 175 of 211 participating students reporting. Since Mini-Corps deliberately screens prospective students for having grade point averages above 2.0, the distribution shown in Table 7-1 is, of course, higher than that of a typical college or university population. The mean (average) GPA earned by this group of students was 2.80 and the modal grade point average was 3.00 or a letter grade "B" average.

TABLE 7-1

GRADE POINT AVERAGES FOR ACTIVE MINI-CORPS STUDENTS (N=175)

GRADE POINT AVERAGE RANGE (G.P.A.)	NUMBER OF STUDENTS	PERCENT OF STUDENTS WHO REPORTED A G.P.A.
3.5 to 4.0 or "A Average"	19	14.5%
3.0 to 3.4 or "B Average"	41	31.3%
2.5 to 2.9 or "C+ Average"	44	33.6%
2.0 to 2.4 or "C Average"	25	19.1%
Below 2.0 or Below Mini-Corps' Standards	2	1.5%
Total Students Reporting A GPA	131	100%
Declined to Answer or Didn't Know	44	(Percent of total students reporting) 25.1%
TOTAL STUDENTS REPORTING	175	NOT APPLICABLE

Table 7-2 is composed of a listing of the most recent college or university attended by active Mini-Corps students as of the Summer of 1976 with 180 of 211 students reporting. Almost half or 47.2% of the students are attending the California State College and University system, about 10.6% are attending campuses of the University of California, 26.7% are attending California public community colleges and the remaining 15.6% are attending a variety of private colleges and universities. Forty-eight separate colleges and universities are represented in this sample, all but three of the colleges are within California. The data indicate that Mini-Corps may be recruiting too few students from the California public community college system; although unwritten, it has been stated that Mini-Corps expected to recruit about half of its students from the community college system.

TABLE 7-2

MOST RECENT COLLEGE OR UNIVERSITY ATTENDED BY ACTIVE MINI-CORPS STUDENTS, SUMMER, 1976 (N=180)

NUMBER OF STUDENTS ATTENDING	MOST RECENT COLLEGE ATTENDED (In Alphabetical Order)
1	Butte Community College
4	Cal Poly San Luis Obispo
4	California State College, Bakersfield
3	California State College, Stanislaus
28	California State University, Chico
22	California State University, Fresno
1	California State University, Fullerton
2	California State University, Long Beach
1	California State University, Los Angeles
3	California State University, Sacramento
13	California State University, San Diego
2	California State University, San Francisco
9	California State University, San Jose
1	Civic Morales Mexico
8	College of the Desert
1	College of Notre Dame
1	College of San Mateo
1	Contra Costa Community College
3	Fresno City College
1	Gavilan Community College
2	Hartnell Community College
1	Imperial Valley College
1	Indiana University
3	Merced Community College
2	Mills College
2	Pacific College
1	Palomar Community College
1	Pepperdine Community College
6	Reedley Community College
1	Riverside City College
3	Sacramento City College
1	St. Mary's College
1	San Jose City College
6	San Joaquin Delta Community College
1	Santa Barbara City College
1	Santa Rosa Community College
1	Southwestern University
1	Stanford University
1	University of California at Berkeley
5	University of California at Davis
1	University of California at Los Angeles
5	University of California at Santa Barbara
17	University of California at Santa Cruz
1	University of Santa Clara
1	University of Southern California
1	West Hills Community College
7	Yuba Community College

Career Plans of Active Mini-Corps Students: Table 7-3 summarizes the array of professions that active Mini-Corpspersons are planning to enter. Table 7-3 also lists the estimated date of entry into that profession selected by the Mini-Corpspersons. One-hundred and seventy-six out of 211 Mini-Corpspersons reported this information. The date of entry into their chosen profession gives us an idea of the lead time required before Mini-Corps will be able to discover whether or not the students have entered a relevant profession such as teacher of migrant students.

Almost 70% of the students are actively preparing to enter a teaching position which actively serves migrant students. Only 2 to 3% appear to be planning for professions which are clearly not relevant to migrant education. However, about 11% of the students have no plans, are undecided or declined to answer the question which may indicate the need for followup counseling with about 10% of our students to cause them to firmly establish a professional choice.

In Part VI data was presented to show the career plans of inactive or graduated Mini-Corps students. It was shown that more than half of the inactive students are preparing for upwardly mobile careers in school administration or counseling. The plans for upwardly mobile career advancement do not appear to be as ambitious in this group of active Mini-Corps students. Of course, these students were deliberately chosen to reflect their interest in becoming teachers of migrant pupils. It seems logical to assume that when this group of active students graduates from college and enters a teaching profession, they too will reflect more upwardly mobile ambitions. These data reinforce the need for counselor trainee program as recommended at the end of Part VI of this report.

TABLE 7-3

PROFESSIONS THAT ACTIVE MINI-CORPSPERSONS ARE PLANNING TO ENTER WITH ESTIMATED DATE OF ENTRY (N=176)

PROFESSION PLANNED FOR AND ANTICIPATED DATE OF ENTRY	NUMBER OF STUDENTS	PERCENT OF TOTAL
Teacher of Migrant Students-Elementary	97	55.1%
1976	2	
1977	24	
1978	19	
1980	6	
1981	1	
Uncertain	25	
Teacher of Migrant Students-Secondary	24	13.6%
1976	1	
1977	4	
1978	3	
1979	4	
1980	3	
1982	1	
Uncertain	8	
Teacher of Regular Students-Elementary	3	1.7%
1977	1	
1980	1	
Uncertain	1	
Teacher of Regular Students-Secondary	6	3.4%
1977	1	
1978	2	
1980	1	
1982	2	
Special Education Teacher	6	3.4%
1977	2	
1978	1	
1979	1	
1980	1	
Uncertain	1	
School Counselor or Social Worker	13	7.4%
1977	1	
1978	4	
1979	2	
1980	3	
Uncertain	3	
School Administrator	2	1.1%
1978	1	
1980	1	
Law	4	2.3%
Nursing	1	0.6%
Psychologist	1	0.6%
No Plans or Undecided	10	5.7%
Declined to Answer	9	5.1%

Preservice Subject Matter Examination Results: For the second year in a row, all Mini-Corps students were given an examination at the end of the summer preservice workshop. The examination cannot be reproduced in the appendix of this report because questions included in this examination may be repeated for subsequent groups. Over the two-year period, an item pool of questions has been accumulated by asking the college instructors to submit true-false and multiple choice subject matter related questions for use in the examination. The subject matter examination consists of the following parts:

1. A section on teaching methods and content in English As a Second Language; there were two forms of the ESL exam, one for first year and another for experienced Mini-Corpspersons,
2. A section on the teaching and content of science at the elementary school level,
3. A reading component including examination of effective reading techniques with children,
4. A content section for practical mathematics,
5. A section on the teaching methodologies in language arts,
6. A section on techniques of classroom management and control,
7. A part dealing with methods of teaching cultural awareness; there were separate examinations for first year Mini-Corpspersons and experienced Mini-Corpspersons, and
8. A quiz on teaching physical education.

This subject matter examination may be considered a "final exam" which demonstrates the amount of content retained by the students participating in the week-long preservice workshop.

Table 7-4 includes the complete distribution of scores obtained by students taking the preservice subject matter examination. Column 1 of Table 7-4 displays the traditional equivalent college grade which would have been assigned in a typical college course. The second column shows the percentage of the raw score the student correctly answered. The third column shows the number of students achieving each score and the last column is the student norm or percentile score showing the percent of students taking the test who would score below the students listed on a given line.

Table 7-5 compares the equivalent college grades achieved by Mini-Corps students in 1975 with those achieved by students in 1976. It should be noted that the examinations were essentially similar in 1975 and 1976 although the specific questions may have been different the subject matter content areas tested were the same. Overall, marked improvement in scoring may be noted in the 1976 test group. More students than expected obtained A or B grade level scores. However, there was also an increase in the D and F grade students showing a bi-modal distribution. There was a tendency for the students to perform very well at high academic achievement levels, or the opposite at very low achievement levels. Time permitting, further study will be made of high and low performing students comparing their examination scores with ratings assigned by supervising teachers. These subject matter examination scores were not used to assign actual college grades to the students completing the summer workshop. This is unfortunate since the data indicate that about 40% of the students (those receiving objective D and F grades) were given unwarranted college credit.

TABLE 7-4

SCORES ACHIEVED BY STUDENTS TAKING PRESERVICE SUBJECT MATTER EXAM SUMMER, 1976 (N=155 Students)

EQUIVALENT COLLEGE GRADE	PERCENTAGE OF RAW SCORE CORRECT	NUMBER OF STUDENTS ACHIEVING SCORE	PERCENTILE SCORE (STUDENT NORM)
A	100	2	99
	96	2	97
	89	6	94
B	88	5	90
	87	2	89
	86	5	86
	84	13	77
	82	16	67
	80	12	59
C	79	7	54
	78	3	52
	77	6	48
	75	4	46
	73	4	43
	70	4	41
D	69	8	35
	68	3	33
	66	2	32
	64	7	28
	63	5	24
	62	6	20
	58	7	16
F	56	4	13
	55	4	11
	54	1	10
	53	5	7
	52	1	6
	51	5	3
	50	1	2
	49	1	1.3
	47	1	.65
	46	1	0

TABLE 7-5

COMPARISON OF EQUIVALENT COLLEGE GRADES ACHIEVED BY MINI-CORPS STUDENTS ON THE PRESERVICE SUBJECT MATTER EXAM IN 1975 and 1976
(N=163 Students in 1975, 155 Students in 1976)

YEAR	A GRADE or 90 to 100		B GRADE or 80 to 89		C GRADE or 70 to 79		D GRADE or 60 to 69		F GRADE or Below 60	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1975*	None	None	21	12.9%	76	46.6%	59	36.2%	7	4.3%
1976**	10	6.5%	53	34.6%	28	18.3%	38	24.8%	24	15.7%
Typical College Grade Distribution	--	10%	--	15%	--	50%	--	15%	--	10%

* These data extracted from Table 4-2, Page 54 of the 1975 Evaluation
**These data from Table 7-4 of this Evaluation Report

SPANISH PROFICIENCY EVALUATION

The Spanish proficiency instrument which tested listening, speaking, reading and writing skills was administered to 145 Mini-Corpspersons in the summer of 1976. With the exception of a few cases, "returning" Corpspersons who had scored 80% or higher last year were not required to retake the exam. The median student obtained a raw score of 56 or 75%, the mean student obtained a raw score of 55.66 or 73% with a standard deviation of 9.33.

The 145 students were divided into four categories according to the results obtained. Following are general descriptions of each category:

FIRST CATEGORY: HIGH PROFICIENCY IN SPANISH (38.6%)

This highest group comprises those students who score 80% or higher in the exam (approximately 38.6% of the 145). These students performed with a high degree of proficiency in all parts of the exam: good to excellent reading comprehension, able to explain concepts in writing clearly and with minimal errors which do not hinder communication; listening comprehension and oral skills are such in this calibre of student that he/she would be able to explain concepts rather fluently, all in Spanish. Vocabulary ranges from good to excellent; excellent command of syntax. We can be assured that these students have excellent confidence in the use of the language. Additional training in the Spanish language could serve them for purposes of stylistic and literary refinement, but is not required.

SECOND CATEGORY: ORALLY PROFICIENT, READING ADEQUATE, IMPROVEMENT IN WRITING NEEDED (26.9%)

Comprises those who scored between 70-79% (approximately 26.9% of the 145). The test results of these individuals indicate a need for improvement in reading comprehension and writing proficiency. Their reading comprehension can be considered fair to good. Their listening comprehension is almost consistently lower than that of those in the first category. They have difficulty in clearly and correctly communicating in writing; this is generally their most marked weakness in comparison to the first category. Their ability to explain concepts in the language can be considered fair to good. Additional course work is recommended to improve the level of fluency and confidence demonstrated in the use of the Spanish language. Their potential in this respect could be achieved through vocabulary development and review courses in Spanish grammar and composition.

THIRD CATEGORY: ORALLY FUNCTIONAL, DEFICIENT IN READING AND WRITING (23.4%)

Comprises those who scored between 60-69% (approximately 23.4% of the 145). This group shows marked deficiences in reading comprehension and writing abilities. Their aural-oral skills generally fall in a range between poor to fair. Their vocabulary is inadequate and they have meager background in grammar principles. Both of these deficiencies hinder the possibility of effectively explaining concepts completely in Spanish, in speaking or in writing. In summary, they must be considered inadequate in reading and writing and minimally functional in oral Spanish. Enrollment in reading, composition and/or grammar review courses should be required of them.

FOURTH CATEGORY: HIGH DEFICIENCY IN SPANISH (11%)

Comprises those who scored 59% or lower (approximately 11% of the 145). In general, these students were rated below average in the most basic of the four skills, the aural-oral parts of the evaluation. Most can read very basic Spanish but their comprehension is minimal. Their writing skills are completely inadequate. They would be unable to deal with conceptual material verbally and cannot be expected to go beyond short survival phrases in the language. This group must be required to enroll in basic Spanish courses if they wish to be considered as candidates for the next cycle.

In summation, of the 145 students tested this year, approximately 38.6% of the students now meet the standards in Spanish proficiency required by Mini-Corps in all four skills. An additional 50% have the potential for this ultimate bilingual goal and through appropriate training can easily achieve it. In terms of the present Spanish language proficiency entrance standards and operational goals of the program, the prognosis for approximately 11% of the candidates is judged to be extremely negative. Refer to Table 7-6 for the complete distribution of Spanish proficiency scores for the 1976 students.

TABLE 7-6

MINI-CORPS SPANISH PROFICIENCY EVALUATION 1976 DISTRIBUTION

(N= 145 Students)

Descriptions of Groups Scoring in This Range	Percent of Language Proficiency Achieved	Frequency	Raw Score
Fully Developed High Proficiency in Reading, Writing and Speaking Spanish.	96 - 100	3	72 - 74
	91 - 95	9	68 - 70
	86 - 90	15	65 - 67
	81 - 85	24	61 - 64
Orally Proficient Some Improvement in Writing Skills Needed.	76 - 80	19	57 - 60
	71 - 75	25	53 - 56
Orally Functional Deficient in Reading and Writing.	66 - 70	17	50 - 52
	61 - 65	14	46 - 49
Deficient in All Areas of Spanish Language.	56 - 60	6	42 - 45
	51 - 55	7	38 - 41
	46 - 50	3	35 - 37
	41 - 45	1	34
	36 - 40	2	27 - 30

Table 7-7 compares the Spanish Proficiency levels of the 1975 student group with that of the 1976 group. Very slight changes are noted with some drift toward lower scores.

TABLE 7-7

COMPARISONS OF SPANISH LANGUAGE PROFICIENCY OF 1975 STUDENTS (N=184) WITH THE 1976 GROUPS (N=145) BY PERCENT OF STUDENTS ACHIEVING SCORE

Group	High Proficiency in Spanish	Orally Proficient Improvement in Writing Needed	Orally Functional Deficient in Reading and Writing	Deficient in All Areas
1975*	45%	24%	13%	15%
1976	39%	27%	23%	11%

*Data from page 129 to 130 of 1975 evaluation report.

California Mini-Corps mailed individual diagnostic profiles of Spanish Language Proficiency to all 145 students taking the Rivas Spanish Proficiency Scale, (see Table 7-8 which is a duplicate of the Spanish Proficiency exam profile sent to each student). Under the section of Table 7-8 entitled "recommendations" are listed the actual numbers of students for whom recommendations or requirements were issued to obtain additional training in selected Spanish linguistic skills. Comparative weaknesses are to be observed in the general areas of writing and reading comprehension and the specific skill areas of: grammer, vocabulary, spelling and accents.

TABLE 7-8

SPANISH PROFICIENCY EXAM-RECOMMENDATIONS TO STUDENTS BY NUMBERS

FURTHER TRAINING IN SPANISH:	REQUIRED	RECOMMENDED	OPTIONAL
Listening Comprehension	12	15	117
Reading Comprehension	35	18	87
Written Communication	66	39	41
Oral Communication	9	38	92

SPECIFIC LANGUAGE AREAS NEEDING IMPROVEMENT THROUGH:	FORMAL STUDY	SELF HELP STUDY
General Grammar Principles	70	18
Syntax (word order)	36	3
Verb tenses, forms	40	7
Subjunctive Mood	45	6
Vocabulary	63	26
Spelling	71	41
Accents	71	50
Fluency	19	19
Pronunciation	18	19

Recommendations for Part VII: The data and findings presented in this portion of the Evaluation Report would appear to support the following recommendations:

1. An effort should be launched to recruit more male Mini-Corps students. An investigation should be undertaken to ascertain the reasons why our current male population of students is apparently encountering academic and service-oriented problems than are the female students.

2. The large proportion of students who are still reporting that they are undecided concerning an ultimate career choice indicates a need for more comprehensive personal and vocational counseling for Mini-Corps students by college coordinators and team leaders. This finding also underscores the need for a counselor trainee program. It is conceivable that counselor trainees could participate in the needed personal and vocational counseling services for active Mini-Corps students.

3. An extensive effort needs to be launched to recruit a larger proportion of active Mini-Corps students from California public community colleges.

4. The subject matter examination scores obtained at the end of the preservice summer workshops should be used as one criterion for the assignment of college grades and college credit to participating Mini-Corps students.

5. According to the prevailing and published standards of California Mini-Corps, the 15% of the students who achieved "category four" or failing scores on the Rivas Spanish Proficiency Examination should not be rehired. During subsequent hiring interviews, those students scoring in "category three" should be examined to ascertain whether or not they have actually taken additional Spanish language course work before rehiring. Since no appreciable improvement has been noted in the Spanish language proficiency of our students in 1976 over 1975, it is indicated that Mini-Corps should consider establishing correspondence courses in the Spanish language and encourage use of the Spanish language during preservice and inservice training workshops and institutes.

PART VIII

SUMMARY OF RECOMMENDATIONS

Four separate sets of recommendation for improvement were assembled through this evaluation effort, including:

1. A list of recommendations forthcoming from the actual data of this investigation which are reproduced from the ends of each chapter of this report in this section,
2. A summary set of recommendations for the summer Mini-Corps Program generated by (a) meeting of the Mini-Corps administrative staff, team leaders and summer school principals held at Asilomar at the end of the summer program,
3. Recommendations made by the Mini-Corps representative committee, an unedited list of such recommendations is included in this section,
4. A set of recommendations developed by the Medi-Corps students meeting as a group at Davis, an unedited list of which is included in this section of the Evaluation Report.

Also, the evaluator has included a separate appraisal of compliance with evaluation recommendations made at the end of the 1975 Mini-Corps Annual Report. It would seem necessary to restudy the 1975 recommendations since a number of them were not complied with or were minimally implemented.

The American folk philosopher Eric Hoffer has noted that "Values of maintenance are not well implemented in American society". This statement seems especially true of the Mini-Corps operation. Several programs have started in recent years (Administrative Trainee, Medi-Corps Program and Intern Program) for which sufficient planning nor adequate day to day supervisorial services were provided. The results of this evaluation seem to support the contention that the programs possessing a full complement of supervisorial, planning and evaluative services tend to be the most successful.

In general, the two most highly successful programs by any criterion one might wish to apply are the summer Mini-Corps and the school year Mini-Corps Teacher Assistant Programs. Some maintenance problems remain such as recruiting a better sex ratio of students or retooling the preservice and inservice components to better implement the first two performance objectives of Mini-Corps having to do with students being able to individualize instruction and being able to instruct migrant pupils in the English language. However, the very fact that we are able to finally distinguish between comparative achievements in these two programs is testimony to the depth of development in upper and middle management structures for these programs. The innovation of the Team Leader proved to be one of the most highly successful program innovations in years. Perhaps the most convincing proof of the success of the two Teacher Assistant Programs is the growing demand for such services by school districts and local administrators. It was shown that we could have fielded at least 30% more summer Mini-Corps students this past summer. Virtually all of the school administrators retaining year round Mini-Corps students requested, in writing, for the return of these student services in the next school year.

The Medi-Corps Program, a growing and relatively new program, showed great leaps over the 1975 program in terms of relevancy of the workload for the objectives of the program, importance of supervisorial services which were provided in 1976 but were not provided in 1975, and growing excellence of the preservice workshop courses which were shown to be highly useful and practical for the actual work of the students in the field. Much improvement is needed in the Medi-Corps Program in terms of objective, outside evaluation of highly technical para-medical and social welfare services as well as retention of licensed health service workers.

Very fundamental improvements are needed in the advanced Intern and Administrative Trainee Programs. Fortunately for Mini-Corps, the plan of operation is already in effect by studying the already successful supervisorial and evaluative activities of Mini-Corps and Medi-Corps. Specifically, both programs need professional, full-time supervision, separate sets of performance objectives and a readjustment of workloads to better reflect the higher level aspirations and abilities of these graduate students.

The data from program alumni as well as the existing student groups, indicated a crucial need for three additional Mini-Corps component programs:

1. A formal followup and placement office,
2. A counselor trainee program,
3. A resource teacher and curriculum specialist trainee program.

The remainder of this report will be devoted to the four sets of recommendations forthcoming from this study.

Implementation of Recommendations Made in 1975: At the end of the 1974-75 project year (September, 1975), the administrative staff of Mini-Corps studied the evaluation findings for the preceding year and developed a set of twelve (12) management improvement recommendations. These recommendations were recorded on Pages 133-136 of the *California Mini-Corps Evaluation, 1975*. Following is a brief summary of the implementation effort made during the 1975-76 project year and an analysis of the degree of achievement obtained:

I. Recruitment

A. The recruitment effort should be expanded to include more use of local public communication media and utilization of former Mini-Corpspersons at college sites under the supervision of the Associate Director for Logistics.

Compliance: During the 1975-76 recruitment period essentially the same practices were carried out as the preceding year. Two bilingual administrative recruiters were usually assisted by active or former Mini-Corpspersons to conduct interviews with prospective Mini-Corpspersons. Typically, each prospective student was interviewed by way of structured questions administered in English and Spanish. A judgement was rendered for acceptance or rejection based upon such factors as oral ability in both English and Spanish, migrant background, commitment to preparation for teaching migrant pupils in a rural area and overall motivation to fulfill the performance objectives of Mini-Corps.

Special posters and application forms were distributed to about 60 colleges and universities in the Fall of 1975 prior to the student interviews. No new use of the public media was attempted. The recruitment campaign was reported to be somewhat less successful than prior year efforts, for fewer men were recruited and the total number of applicants was less than usual. Many more "alternative candidates" than usual were offered summer placements.

This recommendation was largely unimplemented in 1976. It is suggested that this recommendation continue to be a management objective of Mini-Corps for 1977. In addition, professional female interviewers should be incorporated into the recruitment process.

II. Selection

A. During the first year of participation in Mini-Corps, all students should be thoroughly assessed for English/Spanish language. Students who do not meet the Mini-Corps standards for proficiency should be advised to enroll in remedial college course work to increase their English and/or Spanish language ability to meet standards.

Compliance: As documented in Part V of this report, a massive effort was undertaken in the Summer of 1976 to test all Mini-Corps students for bilinguality, send the results of their performance to them, and make recommendations for linguistic improvement where called for. Detailed recommendations were sent to all Mini-Corps students in September of 1976 in time for them to enroll in remedial courses. We will have to wait for our retesting program in Summer 1977 to analyze the results of this effort toward objectively increasing language proficiency on the part of our students (i.e. the scores of returning students should show significant improvement).

We are studying the need for a separate English language proficiency test. However, preliminary findings indicate that the continued use of the Rivas Scale in conjunction with supervising teacher Checklist Evaluations of student use of English and Spanish in the classroom is sufficient for our purposes. Selective study of teacher Checklist Evaluations which were graded comparatively low in language usage items revealed that students who were rated low in English usage items were also rated low in Spanish usage items. This recommendation was fully implemented in 1975-76.

B. Students not matching the Spanish standards may be placed, at the discretion of Mini-Corps, into a teacher assistant position not requiring the use of the Spanish language.

Compliance: This recommendation was not implemented since it was subsequently determined to be incompatable with the program goals of Mini-Corps.

III. Placement

A. The Mini-Corps should endeavor to place Mini-Corpspersons at teacher assistant classroom stations which efficiently match the abilities of the corpsperson with the needs of the school district for service.

Compliance: Partial implementation occurred in the Spring of 1976 when preservice meetings were held for prospective supervising teachers and Mini-Corps students at the regional level. Also, a student profile was sent to most supervising teachers which summarized the kinds of activities the student would be interested in and able to participate in. While attending teacher and student reaction to the preservice meetings were praiseworthy, the meetings were not well attended by supervising teachers. Moreover, the "matching" of student to teacher was already made before the preservice meetings were held or the profiles distributed. To fully accomplish this objective, the following procedures would need to be implemented:

1. Estimates of need for service should be obtained from school districts by May. Such estimates would summarize: description of students needed, locations, grade levels to be served, skills required, periods of service, names of supervising teachers and descriptions of any special needs or problems. A form could be devised for this purpose.

2. As part of their preservice training, all students would complete an up-to-date vita which would include: college course work completed as of June, a checklist of subject matters and grade levels for which they are prepared to tutor, prior experience, and special interests or activities they would like to participate in. A form could be devised for this purpose.

3. Mini-Corps would attempt to match as many of the "requests" from school districts (Item 1) with student "vitas" (Item 2) as possible and make assignments accordingly. Where possible, students should meet teachers before the beginning of classes but this may prove to be not feasible. A special problem may develop if requests for more experienced Mini-Corps students outnumber requests for new students. In our orientation to school districts, we should encourage the use of a mix of experienced and new Mini-Corps students.

4. As recommended elsewhere, the summer Team Leader should be directly responsible for changes in assignments, local orientation activities and certain aspects of preservice and inservice training appropriate to local needs and requirements.

IV Workshop, Preservice Area

A. Under the direction of the central Mini-Corps, regional activities should be sponsored which include Mini-Corps students and prospective summer school teachers to get together for planning purposes.

Compliance: As noted above, regional meetings were held in Spring 1976 but were sparcely attended. Problems beyond Mini-Corps' control include: the late hiring of summer school teachers, the lack of funding to promote and conduct pre-service activities and the end of college obligations of Mini-Corps students such as final examinations.

It is recommended that this objective be implemented through Team Leaders at local levels, just before the beginning of summer schools. This objective should take precedence over the traditional mass preservice workshop.

B. The curriculum of the workshops for the summer institute will remain basically the same with the introduction of a 2nd year program for those returning. A thorough reassessment of the subject areas covered would be made.

Compliance: This objective was implemented as is reported fully in Part III of this report.

C. It was recommended that there be a strong session on classroom management and discipline in the Institute training.

Compliance: This objective was implemented as reported in Part III. It is disappointing, however, to note that the factor of "classroom management and discipline" remains one of the weakest qualities of our students including interns.

V. Master Teachers and Supervisors

A. Master Teachers should be provided, in advance, with the precise teaching objectives imparted during preservice workshops in order to encourage practice of these objectives by Mini-Corpspersons in actual classroom settings.

Compliance: This objective was partially implemented through the distribution of a publication entitled You and Your Mini-Corps Student to supervising teachers. Many teachers recommended that this publication be elaborated to include the sequence of teaching experiences Mini-Corps encourages its students to receive.

VI. Outdoor Education

A. Outdoor Education should be retained as a program component of the Mini-Corps. Mini-Corps students who participate in the Outdoor Education Program will do so on a rotating basis.

Compliance: Objective was fully implemented.

VII. Followup Studies

A. Followup studies of former Mini-Corpspersons should be performed on an on-going basis. Longitudinal studies should be conducted to assess the long-term success patterns of former Mini-Corpspersons in their professional placements.

Compliance: A followup study of all present and former Mini-Corpspersons was inaugurated in Spring of 1976. Several mailings to all students included a request to provide MIni-Corps with classes of confidential information such as professional placement, salary and aspirations. A progress report is contained in this evaluation study. As expected, our ability to stay in contact with former students tends to be frustrated by the active mobility patterns of our students. It is recommended that this effort be continued, but unrealistic expectations should be discouraged. As with any other agency turning out large numbers of graduates, we will never be able to maintain long-term contact with large numbers of people simply because the costs would be prohibitive.

VIII. Regional Office Relationships

A. An Ad Hoc Committee should be set up during 1975-76 involving Regional personnel to ascertain the best method for Mini-Corps service to Regional programs.

Compliance: An Ad Hoc Committee was not formed. The objective should be reaffirmed for 1977. Since two of our school year programs (Indio and Bakersfield) now maintain close working relationships with their respective regions, it should be feasible to convene a committee during the 1976-77 project year.

IX. Medi-Corps

A. A coordinator for Medi-Corps be hired to supervise all activities of the Medi-Corpspersons in both preservice and field activities. This person should be chosen from the health profession.

Compliance: This objective was fully implemented.

B. The preservice workshop curriculum should be concentrated upon para-medical topics in order to render the Mini-Corpspersons practical and effective in the field.

Compliance: This objective was mostly implemented as documented in Part IV of this report. The utility of the para-medical preservice workshop was verified by student ratings and supervisor's observations. Still to be implemented is the development of audio-visual presentations based upon preservice training for use with adult migrant family members in such areas as preventive medicine and dentistry.

X. Teatro

A. It is recommended that an Ad Hoc Committee make an in-depth study of the use of a Teatro for the Summer 1976 program and report its findings back to the Mini-Corps regarding feasibility, extent, cost and duration of service.

Compliance: This objective was not implemented in spite of the obvious success of the production of Eva's Story during the 1974-75 project year.

XI. Utilization and Inclusion of College Campuses

A. It is recommended, for logistical purposes, that the Institute be held in Region II.

Compliance: This objective was implemented in 1976 as reported in Part III of this report. However, this year's evaluation revealed contradictions to the continuance of this objective. Student, teacher and Team Leader recommendations all pointed to the localization of preservice training endeavors next year.

B. It is recommended that an in-depth study be made of the feasibility of having year round Mini-Corps in all seven migrant regions of the state. This study to be conducted by the staff of the Mini-Corps program with the inclusion of regional migrant staff where applicable. This report should be finalized prior to submission of the 1976-77 budget.

Compliance: A position paper describing the need for and establishment of additional school year Mini-Corps programs was written and distributed to Migrant Education Regional Directors in the Winter of 1976. Positive requests for the development of additional school year programs were received from Regions I, IV and VII. The initial Mini-Corps 1976-77 project budget application contained requests for appropriate expansion but was rejected by the State Department which only approved retention of 1975-76 programs. Based upon availability of students, documented need for services and cooperation of regional offices, this objective could easily be carried out.

C. In order to better serve all of the Migrant Education regions, an effort should be made to recruit prospective Mini-Corps students from all community colleges that serve migrant students in the state.

Compliance: No expansion of the recruitment effort to new community colleges was undertaken. The effort is linked to objective XI. B. noted above.

XII. Academic & Career Counseling for Mini-Corpspersons

A. It is recommended that a study should be made regarding the feasibility of counseling Mini-Corpspersons during the school year in the areas of career, academic and personal counseling. This study should also consider the feasibility of establishing a counselor intern program for Mini-Corps; one function of the Counseling Interns would be to offer career and academic counseling to Mini-corpspersons still in college.

Compliance: The need for such counseling was well documented with a majority of our students reporting dissatisfaction with their career counseling opportunities at their college of attendance. Our school year students (N=70 - 75) now receive career counseling service from our college coordinators. A study group should be established during the 1976-77 project year to develop a plan for implementation of a counselor intern program possibly patterned after the Administrative Trainee program now sponsored by California State University, Chico.

Recommendations for School Year Program:

1. The preservice and inservice training programs should be standardized across the various campuses Mini-Corps operates. It was shown that each campus conducts an essentially dissimilar inservice training program with a result that student confidence to perform the various objectives of Mini-Corps vary considerably from campus to campus.

2. Checklist Evaluation Reports from supervising teachers as well as end of year self ratings by Mini-Corps students support the suggestion that the performance objectives dealing with diagnosis and individualized instruction, teaching basic English language skills, and Spanish linguistic studies need to be strengthened and improved through the inservice training program. Factors related to the objective of learning to teach basic communication skills in English were rated comparatively lower by supervising teachers. Performance objectives dealing with individualizing instruction for children and Spanish linguisitic skills were rated relatively lower by the Mini-Corps students themselves.

3. All parties to the evaluation agreed that communications with central Mini-Corps operations is below average. Communications may be improved through more frequent area conferences for Mini-Corps and outside personnel, publication of a Newsletter, and more frequent monitor and evaluation on-site visits by Mini-Corps Central Staff.

4. The Home Visitation Program, including supportive services to migrant families, continues to be a comparatively weak area of service delivery. It is suggested that coordinators should establish preservice sessions on the conduct of home visits and strenuously followup the home visits actually conducted by the Mini-Corps students.

5. A separate student poll may need to be conducted to more fully elaborate upon some dissatisfaction with the existing college supervisor role as perceived by the students. There are hints in the data indicating that students may require a heavier commitment of personal counseling services. It is recommended that the college supervisors report monthly to Central Mini-Corps staff regarding problems of Mini-Corps student supervision encountered. Also, the college coordinators should probably meet separately on occasion to develop strategies of dealing with the typical kinds of problems Mini-Corps students are presenting Perhaps an inservice program should be contemplated for college supervisors and team leaders.

Recommendations for Administrative Trainee Program:

1. Communications were shown to be poor at all levels of this program which includes such areas as communication with college instructors, with receiving summer school administrators and with the Administrative Trainees themselves. It is recommended that brochures and guidelines be developed similar to those for other component Mini-Corps programs for distribution to school district administrators prior to the arrival of the Administrative Trainees. Also, Administrative Trainees should be encouraged to prepare thorough and professional vitas for transmission to prospective employers.

2. A coordinator should be retained for the Administrative Trainee Program with functions similar to the coordinator for Medi-Corps or the year round college coordinators. Such coordinator should develop a timeline for the development of various program elements such as college curriculum, standards for enrollees, inservice training curriculum, criteria for summer school placement and definitive and separate program and performance objectives for this program. The coordinator should also plan for a differentiated graduate school California Mini-Corps Program to include counselor trainee perparation and specialist curriculums. It will be shown in the next section of this report that inactive or former Mini-Corps students aspire to higher level positions which are not necessarily administrative in nature. For example, a significant number of former Mini-Corps students wish to prepare for such specialist roles as bilingual curriculum consultant or teacher team leaders. Therefore, it would seem logical to differentiate the curriculum of the Administrative Trainee Program to include more specialized tracks of preparation.

3. Summer school Administrative Trainee placements do not appear to be well defined in terms of the actual needs of the Trainees themselves. For example, the amount of time actually spent on the job should be clearly specified as well as the mix of services required to migrant versus regular students.

4. The actual experience and ratings of existing Trainees indicate a weakness in the area of preparation for management activities. It is recommended that placements be found in the future which will include these more technical aspects of school administration.

Recommendations Regarding Followup Study of Active and Inactive Mini-Corpspersons:

1. An intensive effort needs to be mounted to contact former Mini-Corps students, especially those students leaving prior to 1973. An active alumni association coupled with a periodic Newsletter appear to be viable alternatives for the solution of this problem.

2. Significant numbers of former Mini-Corps students have requested post-graduate placement services. Also, we appear to be witnessing a growing unemployment rate. It is recommended that a study be made of the feasibility and the expense of incorporating a placement service into Mini-Corps operations.

3. Since the aspiration level of former Mini-Corps studnets is high with more than half of them planning to enter administrative positions, and 16% planning to enter counseling positions, it is recommended that the existing Administrative Trainee Program be expanded to include preparation for a diverse range of administrative positions and that a counselor trainee program be inaugurated.

4. The proportion of other White, Portuguese, East-Indian, Black and Asian students should be increased in this program.

5. With proportionate numbers of Mexican nationals entering our program, the policy on citizenship needs to be reviewed. Specifically, should Mini-Corps continue to require application for U. S. citizenship as a condition for enrollment in the program?

Recommendations Pertaining To Summer Teacher Assistant Programs: The following set of recommendations seem to be supported by the evidence presented in Part III of the Evaluation Report pertaining to summer session teacher assistant programs:

1. Many problems of student discontent, incorrect classroom placement of students and problems of housing were directly attributable to a dropping sex ratio which is presently about 30% male and 70% female. This problem is complex, involving such factors as diminishing numbers of men entering elementary education and the fact that male students can usually obtain much higher paying employment during the summer. In spite of these difficulties, it is strongly recommended that an ambitious effort in recruitment be mounted to bring the male-female ratio to 45/55 by the Summer 1977.

2. Evidence was presented to support the continued need for a mass preservice workshop for new Mini-Corps students each year who require intensive orientation to the program. However, it was also shown that the mass preservice workshop was less effective for experienced or returning Mini-Corps students. It is recommended that the preservice workshop be decentralized for experienced and returning Mini-Corps students. In addition, the preservice workshop for new Mini-Corps students ought to be followed up by local orientation and preservice workshops conducted by Team Leaders for prospective Mini-Corps students and supervising teachers. It was also shown that the content or curriculum for the advanced returning Mini-corpspersons was not appropriate. This coupled with the fact that supervising teacher ratings of experienced and intern Mini-Corpspersons reflect inadequate development of pre-professional skills indicates a strong need for development of an intensive teacher skill development program for experienced Mini-Corpspersons.

3. Team Leaders and Mini-Corps students alike recommend the utilization of former Mini-Corps students as instructors at preservice and inservice workshops and institutes.

4. Student opinion supports the incorporation of bilingual instruction in lectures conducted at preservice and inservice workshops.

5. Considerable complaints were reported concerning program logistics, especially housing, during the past summer. It is recommended that the preservice orientation program for new students include considerable indoctrination concerning the nature of lifestyles found in labor camp environments. This is a topic in which former Mini-Corpspersons should be very useful as presenters and motivators.

6. Program priority must be placed on strengthening the intern preparation program. It was objectively demonstrated that the current interns do not develop criterion levels of performance. If these findings hold up, it is predicatable that the current intern group will encounter some difficulty in obtaining professional placements. The revised intern program should build into itself special components for building intern self-confidence as well as professional teaching skills.

7. Communications between central Mini-Corps headquarters and the student body needs improvement. Formal written communications such as the description of students to be sent to various school districts should be intensified. Dissemination of a monthly newsletter which includes helpful information about the Mini-Corps Program should be started next summer. Perhaps a formal answering service in Chico should be established so that both Mini-Corps students and Team Leaders can obtain timely and authoritative answers to their questions.

8. Evidence indicated that all groups, new, experienced and intern, tended to successfully develop toward professional maturity as suitable role models for migrant children and their ability to use the Spanish language for translation of instructional materials and communications with parents. Mixed findings were reported with reference to the objective for teaching Spanish linguistics and cultural knowledge to children. The comparatively weakest development toward Mini-Corps objectives in all groups of students was in the area of diagnosing and prescribing adequate instruction for children and teaching communication skills in English. It is recommended that future preservice and inservice training endeavors increase subject matter devoted to teaching skills in English, speaking the English language properly, development of professional diagnostic and prescriptive teaching skills, and teaching the culture of Mexico.

Recommendations for the Improvement of Medi-Corps Derived From the Evaluation Data of 1976: The following recommendations appear to be supported by the evidence presented in Part Four:

1. A system for the objective and systematic observation and evaluation of Medi-Corps student performance needs to be developed. Outside, third party and independent evaluators need to be included in this process. Camp managers and regional people's councils should probably be included in this evaluation process. From a professional standpoint, health profession and social welfare workers should be included since the work performed directly relates to these professions. Our existing staff do not possess sufficient professional qualifications to be rating clinical services or social welfare services performed. Another possible avenue for the direct evaluation of Medi-Corps student performance may be to obtain audience ratings of the various film presentations and lectures on para-medical topics delivered during each summer of work.

2. The ratings of the preservice training courses were high and much above ratings assigned to similar workshops in the previous summer of 1975. The evidence showed that the great majority of material presented at the preservice workshop was actually used to good advantage during the summer of 1976. A few potential weaknesses were noted including the lack of inclusion of course work relating to the conduct of home/school liaison, services, the speaking and writing compositions in the Spanish language and child identification and enrollment services governed by the rules and regulations of migrant education.

3. The practice of leaving the liaison function with community agencies up to the Medi-Corps students may not be effective for some groups in some communities. For example, it was shown that the students did not feel that sufficient contacts, or contacts of adequate quality were made with such administrative agencies as medical associations, boards of supervisors or certain public service statewide agencies. It is recommended that during the regular school year, the coordinator of Medi-Corps along with Mini-Corps officials, attempt to create more lasting cooperative relationships with statewide medical and social welfare agencies. For example, position papers may be developed from the patient workload data reported in this section of the Evaluation Report to indicate that certain services may still not be available to migrant families in general. It seems to the evaluator that the planning for delivery of these clinical and social services for the Summer of 1977 should be a joint venture between Medi-Corps and the various medical and social agencies which have varying mandates for the delivery of these services.

4. Patient and client workload and referral data reported in this section of the evaluation report could have great social significance for proposed changes in the delivery of services to migrant families. Unfortunately, all of the data was collected by students engaged in a kind of honor system. Thus, it is not possible for us to vouch for the accuracy of such data. Clinical and social data related to the clients whom we are serving will become the basis for a client centered evaluation of our workload in subsequent years, therefore, a better quality of patient data needs to be collected for program evaluation purposes and social research and patient advocacy. Coordinators and liaisons should take more responsibility for the accurate recording of patient data, including referrals to appropriate agencies.

5. Due to the discrepancies between certain student and supervisor ratings of performance, it is recommended that pre-entry examinations be introduced into this program similar to those for California Mini-Corps and including, on a minimum basis, the Rivas Spanish Language Proficiency Test and a criterion referenced skills examination to be made up from questions submitted by the preservice instructors. By the use of these tests we would be better able to judge the innate proficiency of the Medi-Corps students in the areas of speaking Spanish and para-medical skills proficiencies.

6. A subgroup of students was identified with such personal adjustment problems and maturity level, motivation to perform expected summer tasks or attitudinal deficiencies. Therefore, it is recommended that a more rigorous and structured pre-entry interview and selection process be instituted for this program. On a minimum basis, the program supervisors should devise a routine structured interview to last at least one-half hour and include pertinent questions to prospective Medi-Corps students such as their background, their career aspirations, their motivation to perform exhausting clinical, social welfare and adult education services for migrant families at odd hours of the day and night and their dedication to pursue a health or social welfare related profession which will directly service migrant families in the rural areas of California upon their graduation. During the pre-entry interview, the students should be required to submit transcripts and letters of recommendation from professors in their fields of major preparation. Pre-screening should be performed by the program coordinator and a student selection committee composed of outside interested agencies. A rank order list of prospective Medi-Corps students should then be submitted to central Mini-Corps for final selection.

Recommendations for Part VII: The data and findings presented in this portion of the Evaluation Report would appear to support the following recommendations:

1. An effort should be launched to recruit more male Mini-Corps students. An investigation should be undertaken to ascertain the reasons why our current male population of students is apparently encountering academic and service-oriented problems than are the female students.

2. The large proportion of students who are still reporting that they are undecided concerning an ultimate career choice indicates a need for more comprehensive personal and vocational counseling for Mini-Corps students by college coordinators and team leaders. This finding also underscores the need for a counselor trainee program. It is conceivable that counselor trainees could participate in the needed personal and vocational counseling services for active Mini-Corps students.

3. An extensive effort needs to be launched to recruit a larger proportion of active Mini-Corps students from California public community colleges.

4. The subject matter examination scores obtained at the end of the preservice summer workshops should be used as one criterion for the assignment of college grades and college credit to participating Mini-Corps students.

5. According to the prevailing and published standards of California Mini-Corps, the 15% of the students who achieved "category four" or failing scores on the Rivas Spanish Proficiency Examination should not be rehired. During subsequent hiring interviews, those students scoring in "category three" should be examined to ascertain whether or not they have actually taken additional Spanish language course work before rehiring. Since no appreciable improvement has been noted in the Spanish language proficiency of our students in 1976 over 1975, it is indicated that Mini-Corps should consider establishing correspondence courses in the Spanish language and encourage use of the Spanish language during preservice and inservice training workshops and institutes.

The following lists of recommendations for the Summer Mini-Corps program were forthcoming from discussion groups of Mini-Corps administrative staff, Team Leaders and summer school principals at Asilomar, August 7 and 8, 1976:

Recommendations Regarding Planning:

1. There should be recruitment of more males into the program.

2. The identification of Team Leaders should be done by April 1 so they will be available to work in the Spring.

3. Mini-Corps students should be identified by February 15.

4. Assume there will be Mini-Corps replaced in many of the same schools next year for placement purposes. Contact these schools early in the Spring for planning purposes.

5. Some plans for the Fall should include:

    A. Letters should be sent to Master Teachers and school administrators, asking them to notify us if they are interested in working with Mini-Corps next summer.

    B. Each summer program Chief Administrator should be contacted personally.

    C. A workshop in place of the Institute should be held in each area. All staff should be involved in the planning. Mini-Corps should be more involved in the Regional Migrant planning phase.

    D. A Team Leader meeting should be held in the Fall for those planning to return for the summer. As many of the previous year Team Leaders should be recruited as possible.

    E. To encourage continuity and minimize the need for retraining,Mini-Corps students should return to the same work stations as last year.

6. Team Leaders would notify Principals to ascertain needs for Mini-Corpsmen to match them with schools.

    A. A letter would come from the Team Leader regarding the Mini-Corps students; name, expertise, etc.

    B. Team Leader contracts should definitely exceed the 6 weeks now offered and should probably include an 8 to 10 week contract, 2 weeks of which would be expended during the regular school year prior to the summer for planning and workshop purposes and 8 weeks would be devoted to summer school supervision and the conducting of preservice workshops.

7. The Mini-Corps students should be contracted in the Spring.

    A. There should be a midsummer followup workshop meetings, especially in those areas where principals and teachers change.

    B. Successful prior year Mini-Corps students should not have to be personally interviewed.

8. Complete student profiles should be prepared, perhaps by students themselves, and circulated to summer principals and teachers well in advance of their actual assignment to a given school.

Recommendations Regarding Training:

1. Third and fourth year students would not receive traditonal preservice workshop training. They would go directly into schools. Experienced Mini-Corps students, (third and fourth year) would receive more individualized training through Team Leaders and in work sites.

2. First and second year students should receive basic training in: practical math, physical education, reading readiness techniques, student discipline, home visitation, spelling games, psychomotor skills, handwriting skills, Distar, ESL techniques and the hierarchy of school systems.

    A. Third and fourth year students would receive more in-depth training such as: Diagnostic tools, discipline techniques, writing skills, questioning skills, scope and sequence of curriculum, lesson plans and child development.

    B. Units would automatically go to first and second year students, with an option for third and fourth year students.

3. There should be on going training for all Mini-Corps students during the summer, utilizing teachers, Team Leaders and resource people.

    A. For the summer training, Mini-Corps should allocate $500 for each region for hiring resource people in areas of student needs.

    B. There should be a sensitivity training session for all Mini-Corps students regarding cultural awareness, racism awareness, prejudice and sensitivity towards people in general.

4. The first week of school assignment should be used more as an observation period before the students actually get involved in the classroom.

5. Team Leaders should conduct local training sessions in conjunction with the student needs as they are working. Use of local teachers is encouraged wherever possible.

6. The preservice orientation workshop should be more literal in terms of what the students should expect with housing, relationships with teachers, and the length and intensity of their workloads.

Recommendations Regarding Supervision:

1. Regional Directors should be briefed on our planning function, not expected to do it for us.
2. Develop new (different) job descriptions for Outdoor Education Team Leaders.
3. Develop a composite Mini-Corps application for Outdoor Education.
4. Paperwork/Logs need simplification for next year.
5. Devise a training session in "survival" in classroom hierarchy, i.e., how to adjust to aides, resource teachers, teachers, etc. Would they be willing to accept a subservient station?
6. Should have spontaneous local "workshops" on "role" -- Who am I, what am I doing?
7. Define working hierarchy of Team Leader, e.g., Team Leader, Principal, Supervising Teacher, Mini-Corps student.
8. Differentiate the role of the liaison from the Team Leader:
    A. Should not be in the schools!
    B. Subordinate role to Team Leader.
9. Attitudes of administrators should be worked on. Mini-Corps should hold a pre-planning conference with administrators and Mini-Corps combined regarding assignments.
10. Mini-Corps students must obtain "orientation" from local school (i.e., practical concerns such as where to get supplies, who to report to, etc.).
11. The role of the Principal in evaluating the Mini-Corps student should be more explicit.
12. There should be a time line schedule for introduction of the Mini-Corps student into class.
    A. Descriptive materials are sent to principal and teacher in advance.
    B. Biographical sketch is prepared by student for supervising teacher.
    C. Group meeting with Team Leader precedes actual placement into classroom.

13. Recommendations for Team Leader role:

    A. Supervise only 15-20 Mini-Corps students instead of 25-30.
    B. Better liaison between Mini-Corps office and school site.
    C. Team Leader should act in a consultant role.
    D. Develop different roles for Team Leaders in camps.
    E. Make up a brochure in Spanish for more information to parents in the camps.
    F. Mini-Corps students need instruction in interpersonal relationships and role playing.

Recommendations Regarding Standards:

1. Recruitment:
    A. G.P.A.: Freshmen and Sophomores 2.0
    Junior and Seniors 2.5
    B. Age: Have to be 18. Check high school graduates. 16 and 17 year olds are still minors.
    C. Marital Status: If married, must be mobil.
    Let the students that are married or have children know at the time of interview that situations may arise where they may be away from home.
    No pregnant women should be recruited into Mini-Corps.

    D. Spanish Language Proficiency:
    Mini-Corps students should be bilingual at entrance into program.
    Mini-Corps students should be biliterate at exit.
    Suggested to have our own English proficiency exam.
    Let Mini-Corps students know their scores on the proficiency exam.
    E. Bicultural:
    Knowledge and feeling for two cultures.
    In recruiting, we should have a preference for cross-cultural students, the reason being that they will have to be willing to live in housing that is not "that adequate".

2. Community Involvement:

    A. How much and what kind of community involvement should the Mini-Corps students have? This information is to be conveyed by Team Leader through the guidelines book. Mini-Corps studnets should know what they are getting into.

    B. Students should not be placed in home area.

    C. Students should live in same town in which the school is located.

    D. Students should be told about living in same housing situations as the migrant families live.

    E. Mini-Corps students that live in camps should be carefully screened for role model qualities.

    F. Team Leaders should perhaps be living in camps to more adequately supervise Mini-Corps students.

3. College Major: (As teachers must be as generalist).

   Fresnmen - Sophomores: General Education
   Juniors - Seniors: Programmed for Education

4. Discipline of Mini-Corps Students:

   A. Mini-Corps students need more instruction on how to handle and control migrant pupils and manage classrooms.

   B. Mini-Corps students must be indoctrinated to respect the supervising teacher and relate to the teacher as a model.

   C. Mini-Corps students should be an advisor, father confessor for children. Be an amigo.

   D. The Team Leader should attempt to handle local "situations and problems" before referring them to the central administrators of the Mini-Corps Program. Local protocol should be taken into account and respected.

General Recommendations:

1. There was a general consensus that summer housing was either not available, was substandard or was inconveniently located from the work stations of the Mini-Corps students. Many complaints were registered by Mini-Corps students this past summer. Some alternative recommendations for administrative consideration include:

   1.1 Require and find housing for a subgroup of Mini-Corps students who are specifically interested in or in need of orientation to the lifestyle of the migrant family. Other Mini-Corps students would be provided a cash housing allowance and would procure their own housing close to the school of service.

   1.2 Procure more adequate housing in advance at such sites as college dormitories, YMCA, YWCA and interested families. Perhaps an advertising campaign could be launched during April and May as is done by such organizations as foreign student clubs.

   1.3 Redefine and reassign Mini-Corps workloads according to proportion of school and community service required during a given summer. Special housing near migrant family community centers will be procured for only those Mini-Corps students specializing in heavy proportioned community workloads. The evidence from this past summer tentatively supports the notion that some Mini-Corps students endure a full time school related workload of 8 or 9 hours a day and do not, in reality, have time or endurance for a further imposition of a community workload. Contrarywise, some Mini-Corps students experience a relatively light school related workload of about 4 hours and do have ample time for community related activities.

   1.4 In any case, more consideration and common sense must be applied to future housing procurement to avoid misplacement and possible physical harm to Mini-Corps students, especially females.

2. Several problems existed this summer regarding on the job paychecks to Mini-Corps students. Perhaps a direct mailing policy is necessary next summer. Also, many complaints arose concerning the hold back of a big paycheck until the end of the program. Perhaps by next summer, the student committee might discuss and recommend a different pay policy including immediate payment for services rendered bi-weekly.

3. Considerable support was observed for the publication of a Mini-Corps Newsletter to be distributed to administrators and teachers as well as active Mini-Corps students. The newsletter would be a vehicle for discussing innovative practices and programs, announcing job notices and quickly distributing new policies and decisions by Mini-Corps. It should be noted that a newsletter of good quality would pose a sizeable undertaking in terms of staff time and production costs. It should be carefully thought out and restricted to items which are newsworthy, timely and pertinent to the Mini-Corps Program.

4. In view of emerging controversies encountered this past summer regarding such volatile issues as racism, it was thought that an exemplatory "values clarification program" should be planned at this time. Some members of the group challenged the traditional approach to "cultural awareness" which has been practiced in the past. It was suggested that intergroup understandings and tolerances can emerge only if the entire configuration of racial and ethnic identities are studied.

5. It was recommended that the booklet "You and Your Mini-Corps Student" be expanded to include administrative guidelines and rules and regulations more widely to principals, teachers and regional Migrant Education staff.

6. It was recommended that summer and current Mini-Corps studnets be more formally included as participants in the Mini-Corps planning process.

Recommendations Made By Mini-Corps Representatives (An unedited list submitted by the Student Committee on September 7, 1976):

I. Institute:

That more instruction be given in lesson planning.

That a class be held in instruction of reading in Spanish.

That a workshop be offered on Spanish classroom terminology for each subject.

That more math basics be given.

That the objective of the Rivas test be clearly defined and that this test be given at a different time.

That workshops also be geated towards pre-school and high school levels.

That a workshop be given on the educational system and how it runs.

That Mini-Corps guidelines include role clarification of Mini-Corps summer staff, i.e., Director, Associate Directors, supervisors, etc.

That the "Mini-Corps and You" pamphlet, the California Master Plan, evaluation materials and other informative literature be shared with the Mini-Corpspersons.

That there be a more centralized location for the Institute, such as Fresno.

That the Team Leaders be present at the school site on the first day.

That the Mini-Corpspersons have a better opportunity to review and discuss their contract.

That instructors at Institute should include competent ex-Corpspersons.

That Institute be geared towards educational level of Mini-Corpspersons, Freshmen, Sophomores, etc.

That students meet with Mini-Corps summer staff as early as April (Spring preservice).

That there should be a specific orientation for first and second year Corpspersons.

That there be a workshop on dealing with racial relations in the classroom.

That more relevant material be given at the Institute; not a lot of materials "thrown" at the Mini-Corpspersons. That we be educated on how to use materials.

II. Housing:

That housing be equal, safe, secure and private. That housing is furnished with the basics such as stoves and refrigerators.

Housing (cont'd)

That students be informed of housing conditions during the interview.

That a policy be developed regarding reimbursement for housing for Mini-Corpspersons living at home.

That first and second year Mini-Corpspersons not be placed in home town and that third year students receive preference.

That all Mini-Corpspersons should live in the migrant farm centers at least once in their careers.

That first year Mini-Corpspersons should be placed with experienced Mini-corpspersons.

That functions of those Mini-Corps living at home be specified.

III. Activities at Migrant Centers:

That Mini-Corpspersons be made aware of social service agencies available.

That the $100 allotment for each camp be readily available.

That Mini-Corps always have the consent of the manager before promoting an activity.

That an explanation of the Medi-Corps function in the camps be given.

IV. School District:

That workshop be held informing Mini-Corpspersons of budget.

That Mini-Corps Representatives should sit in on April budget meeting.

That Mini-Corps and Migrant Education should work together concerning monies available to Extended Day Programs.

That an inservice be held requiring the attendance of Administration, principals and teachers to inform them of the roles and duties of the summer Mini-Corps Program staff.

That it is stressed to Migrant Education the necessity of the school districts implementing the California Master Plan.

That the number of Mini-Corps supervisors be limited. (No. 1 - Master Teacher, No. 2 - Principal, No. 3 - Team Leader)

V. Communications

That newsletters be circulated during the summer and on a bimonthly basis throughout the year.

Communications (cont'd)

That students be informed throughout the year of Mini-Corps activities.

That two or three county-wide meetings be held throughout the summer between Mini-Corpspersons.

That two or three more meetings for Representatives be held.

VI. Payment

That the stipend be $150 every other week and the remainder be paid in two (2) lump sums.

That mileage be given for going to the Institute.

That more stress be put on having our own transportation. That "car-less" Mini-Corpspersons are to reimburse the person giving him/her a ride. That this be stressed during the interview.

VII. Interviews

That a qualified female be in on interviewing team - not just another student.

VIII. Miscellaneous

That different applications be developed for former Mini-Corpspersons. That only those 2nd year Mini-Corpspersons be interviewed who received unfavorable evaluation.

That it be determined that 2nd year Mini-Corpspersons are really interested in education.

That interview questions be contained in the application, thereby eliminating 2nd interview (unless applicant standing is in question).

That the Representative meeting shall last two full days.

That maturity, responsibility and respect for the property of others be stressed to applicants.

That backing from Mini-Corps be forthcoming when problems arise.

That materials are made available to all students.

That telephones be installed in the camps for Mini-Corpspersons.

That more high school assignments be available to Mini-Corpspersons.

That migrant directors be made aware that we would like to see more tutors and aides from the migrant centers hired through Migrant Education.

That more coordination during meetings be stressed.

That Outdoor Education have a separate meeting.

Proposed Recommendations Made By Medi-Corps Students meeting in Davis on August 27, 1976 (An unedited list of student recommendations):

I. Recommendations to Migrant Education:

1. That Medi-Corps be a year round Program;
2. That Medi-Corps have a permanent director hired on a year round basis;
3. That the budget for Medi-Corps be decided upon at the earliest possible date;
4. That more money be allocated to the Medi-Corps Program so that it may extend its services to more centers and obtain more supplies;
5. That students have a say in the evaluation of the director of Medi-Corps when considering the renewal of his/her contract.

II. Recommendations to Director of Medi-Corps Program:

A. Concerning Selection Process:

1. That the advertisement and application for Medi-Corpspersons and liaisons be distributed starting November 1;
2. That the deadline for selection be the first week of April;
3. That the deadline for accepting applications be January 15;
4. That the job description of Medi-Corpspersons and liaisons be distributed along with application and included in the advertisement of Medi-Corps;
5. That criteria for selection of Medi-Corpspersons include political awareness as well as clinical background and community involvement;
6. That Medi-Corpspersons be informed of his/her destination before the training session;
7. That returning Medi-Corpspersons be able to return to previous center only if a good reason is given;
8. That Outdoor Education be explained and opened as a possible choice on the Medi-Corps application;
9. That Medi-Corpspersons from previous years be part of the screening committee for Medi-Corps applicants and that: (a) These Medi-Corps students from previous years be notified at an early date of important meetings to attend regarding screening, and (b) that their expenses be covered by the program;
10. That Medi-Corpspersons with one year experience be given priority to serve as Outdoor Medi-Corps students;
11. That if possible more than one Medi-Corpsperson be assigned to Outdoor Education for each camp.

12. That the selection process be more uniform so that all applications are treated equally.

B. Concerning Training Session:

1. That the tentative agenda for the training session be distributed at an early date so that returning Medi-Corpspersons may have the opportunity to give constructive criticism, add or make deletions.

2. That the training session be more centrally located such as at San Jose or Fresno.

3. That there be allotted time built into the session for returning Medi-Corpspersons to meet with new Medi-Corpspersons going to the returning Medi-Corpspersons' previous center.

4. That Medi-Corpspersons from previous year be given the opportunity to: (1) Meet with new Medi-Corpspersons, and (2) Lead discussions on relevant topics during the training session for purposes of better preparing new Medi-Corpspersons.

5. That the resource and service list for new Medi-Corpspersons' center be available to him at the start of the session;

6. That there be incorporated the following type of classes into the training session:

   a. classes on the history and structure of Migrant Education and migrant services, such as Medi-Corps, Mini-Corps and Migrant Legal Service, for purposes of better understanding the framework in which Medi-Corps functions,

   b. Classes on the migrant worker's health rights to be taught by, for example, someone from the Office of Affirmative Action, Department of Health, Sacramento.

   c. Classes on public assistant programs, (AFDC, Medi-Cal, Food Stamps) regarding forms, recent provisions, etc....to be taught by someone who is familiar and sensitive to migrants, and that there be time allotted within the training session to practice filling out these forms.

   d. Classes on Organizing Techniques for example on learning to coordinate the efforts of public health agencies, hospitals, doctors, etc., to better meet the needs of the migrant child and their families.

   e. Classes on the Migrant Worker's Rights to be taught by a qualified attorney, (qualified meaning that his practice has been with cases involving the Migrant Worker's Rights.)

   f. That the classes on lab tests, hematocrits, PPDs, Blood Pressure, etc., be extended enough to prepare Medi-Corpspersons adequately.

   g. Classes on the illegal immigrant's rights concerning situations such as where an illegal immigrant gives birth to her child in this country.

   h. Classes on home visitations and patient followup.

   i. Classes on mental health and group dynamics for purposes of maintaining unity.

   j. Classes concerning Outdoor Education for purposes of preparing Medi-Corpspersons assigned to Outdoor Education.

   k. That those teachers that are selected for the individual workshop be bilingual and have migrant farmworker experience if possible.

   l. That a class be held on the progress of UFW to be taught by UFW Organizer.

7. That slide presentations on relevant topics be prepared and available at the training session for Medi-Corpspersons.

8. That Outdoor Education Medi-Corps be included in Survival Training.

9. That a binder be provided to each student, which will contain all material necessary to cover the training.

C. Concerning Housing, Supplies and Equipment:

   1. That Medi-Corps and Mini-Corps be considered equal when supplying housing facilities to its students.

   2. That housing for all Medi-Corps be finalized before training session begins.

   3. That phones be installed in housing/office at all locations before Medi-Corps go to their locations.

   4. That basic supplies and equipment all be ready at job site or be given to Medi-Corpspersons before leaving the training sessions.

   5. That open purchase orders be arranged at stores before Medi-Corpspersons arrive on job site.

   6. That adequate identification cards be made and ready at or before training session, for example, with photo.

   7. That Outdoor Education be provided with more sophisticated first aid supplies.

   8. That each camp be assigned a mode of transportation other than your own personal car.

D. Concerning Medi-Corps Program in general:

1. That logs always be open to suggestions from old Medi-Corpspersons.
2. That logs be changed from weekly to biweekly.
3. That reimbursement for mileage include trip to and from training session, and also trips to regional meetings.
4. That there be regional meetings during course of program for purposes of communicating.
5. That recommendations made by Medi-Corpspersons at evaluation be followed up on by the committee selected at the evaluation, this committee being the planning committee.

CALIFORNIA STATE UNIVERSITY, CHICO/CALIFORNIA MINI-CORPS

ADMINISTRATIVE TRAINEE PROGRAM

EVALUATION OF TRAINEE PERFORMANCE FORM

Name of Trainee____

School of Assignment____

ADDRESS____

Your Name____________________ Date____________________

****

1. Were you provided with sufficient information describing the Program prior to the arrival of the Administrative Trainee?

Yes__________ No__________

Comment:____

____

____

____

____

2. Did you receive information such as a vita outlining the qualifications and training requirements of the Administrative Trainee?

Yes__________ No__________

Comment:____

____

____

____

____

3. Was the Trainee able to describe the Program and his or her background in sufficient detail to enable you to assign the Trainee to appropriate tasks?

Yes__________ No__________

Comment:____

____

____

____

____

4. The length, in days in session, of our summer school was __________ days. Summer school teachers worked a total of ______________ days (including any pre or post-session preparation or wrap-up). The Administrative Trainee worked __________ days. The Administrative Trainee's work averaged ________ hours per day, _________ hours per week.

5. The Trainee's service was devoted to: (Check one)

_____ The Migrant education program.

_____ The regular education program.

_____ A combination of Migrant and regular education.
(In this alternative, estimate percent of time devoted to Migrant education: ______%.)

6. It is important to obtain a list of the specific tasks the Administrative Trainees were assigned to. The following list of activities include many of the assignments given to persons performing general administrative duties at the vice-principal level. Please check the kinds of duties assigned to your Trainee this past summer, estimate the percent of time the Trainee spent on each assignment, and rate the Trainee's performance as indicated. Please be sure to attach any specimens of actual work performed such as written reports, local rating forms or commendations. Also, add any other tasks performed by the Trainee which may not be on the following list.

ACTIVITIES PERFORMED BY ADMINISTRATIVE TRAINEE	Did Intern PERFORM ACTIVITY?			Trainee's Performance Was:		
	YES	NO	OBSERVED ONLY	PROFESSIONAL QUALITY	ACCEPTABLE/ SUPERVISION	NEEDS IMPROVEMENT
Budget Planning & Development						
Budget Management & Control						
Office Management						
Teacher Supervision						
Curriculum Planning & Development						
Student Discipline						
Student Counseling						
Parent Interviews						

ACTIVITIES PERFORMED BY ADMINISTRATIVE TRAINEE	Did Intern Perform This Activity?			Trainee's Performance Was:		
	YES	NO	OBSERVED ONLY	PROFESSIONAL QUALITY	ACCEPTABLE/ SUPERVISION	NEEDS IMPROVEMENT
Program Evaluation						
Substitute Teaching						
Grievance Negotiations						
(Specific type________ ____________________						
Public Relations						
Community Liaison						
Public Speaking						
Written Reports						
(Specify titles__________ ____________________						
Transportation						
Food Services						
Attendance						
Translation Services						
Committee Work						
(Specify type__________ ____________________						

ACTIVITIES PERFORMED BY ADMINISTRATIVE TRAINEE	Did Intern Perform This Activity?			Trainee's Performance Was:		
	YES	NO	OBSERVED ONLY	PROFESSIONAL QUALITY	ACCEPTABLE/ SUPERVISION	NEEDS IMPROVEMENT
Inservice Training						
Order & Distribution of Supplies						
Cost Accounting						
Statistical Reports						
Other (Specify)						

7. I believe this person has the following potential as a prospective school administrator:

_________ Outstanding

_________ Above Average

_________ Average

_________ Below Average

_________ Should be Encouraged to Consider Another Profession

8. Assuming that this person completes all necessary training programs, I feel that the person has the eventual potential to achieve the following career aspiration:

_________ District Superintendent

_________ District Associate or Assistant Superintendent

_________ District Program Manager or Director

_________ School Principal

_________ School Vice-Principal

_________ Supervisor or Teacher Team Leader

_________ Teacher

9. Please record your personal recommendations for improvement of this Administrative Trainee Program:

10. If available, will you accept an Administrative Trainee into your program next summer? Yes_____ No____

Comment:____

END OF SUMMER EVALUATION REPORT FROM MEDI-CORPS STUDENTS

NAME OF MEDI-CORPSPERSON____________________________________
YEARS IN MEDI-CORPS: 1st___ 2nd___ 3rd___ 4th___(check one)
COLLEGE YOU ATTEND____________________________________
COMMUNITIES IN WHICH YOU WORKED THIS PAST SUMMER__________________
____
NAMES OF PERSONS WHO SUPERVISED YOUR WORK____________________
____________________________DATE OF THIS REPORT____________

Directions: Please complete every question. The following questions are intended to supplement information we have already obtained through studying your completed Weekly Logs. The main objective for this end of summer evaluation form is to obtain a summary report of your summer accomplishments and problems.

1. Attached please find a duplicate copy of the Medi-Corps Workshop Evaluation Form you completed on June 25, 1976. Try to disregard and forget your earlier ratings. First, in each box containing a workshop session write "Yes" to designate that you have actually used this material in your work this past summer, or "No" to indicate that you did not use this material in your work this past summer. Second, check each workshop session from high to low usefulness to indicate how practical and useful the subject matter of this workshop proved to be for your actual work as a Medi-Corpsman this past summer.

   These new ratings after your experience will help us to select workshop subjects for next summer.

2. List your specific suggestions for new workshop sessions which ought to be provided next summer in order to prepare future Medi-Corpsmen for the work they perform:

   ____
   ____
   ____
   ____
   ____

3. Following is a list of possible types of agencies you may have worked in this past summer. Check "Yes" or "No" to indicate whether or not you actually worked in this type of agency this past summer. If you check "Yes", list the name, location, a brief description of the kind of work you performed, how successful you feel this work was, and the name of your immediate supervisor in this agency.

For instructions, refer to Page 1,
Item 3.

TABLE I

AGENCY	Did You Work In This Type Of Agency?		Rate The Usefulness of Your Work			Do You Recommend This Agency For Future Medi-Corps-persons?		Does This Agency Provide Adequate Services For Migrant Families?		
	Yes	No	Successful and Useful	Partially Successful and Useful	Not Successful or Useful	Yes	No	Fully Provides Services	Partial Services	Services Lacking
Cancer Society										
Public Health										
Lung Society										
Welfare Department										
Schools										
Local clinics										
Medical Association										
Planned Parenthood										
Drs. and services from hospitals in area										
Housing Authority										
Board of Supervisors										
Medi-Corps administrative Office										
Migrant Education Regional Offices										
Crippled Children's Society										
Camp Manager										
Camp Council										

SPACE TO RECORD AGENCIES YOU WORKED IN

Location and Full Title of Agency	Name of Supervisor	Type of Work Performed	Your Evaluation of The Work You Performed

4. Following are the performance objectives of Medi-Corps. Following each performance objective, please designate "Yes" or "No" to indicate if you personally worked on this performance objective this past summer, if you received inservice or preservice training and rate your current level of personal development in this area of activity:

A. Medi-Corpspersons, working in labor camps and community health agencies, will provide the following para-medical services to migrant families:

	Received Training		On The Job Experience	
	Yes	No	Yes	No
Preventive Dentistry				
Health Screening Services (e.g., T.B., hypertension, diabetes, hearing, etc.				
Laboratory Work				
Immunizations				
Practical Nursing Care				
Infant and prenatal care				

I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

B. Medi-Corpspersons, through direct home visits and Adult Education will provide instruction to migrant families in the following areas:

	Received Training		On The Job Experience	
	Yes	No	Yes	No
Nutrition				
Preventive Medicine and Dentistry				
Infant Care				
Orientation to community health and welfare services				
Community Planning				
Conversational English				

I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

C. Medi-Corpspersons will provide the following direct social services to migrant families in their homes and communities:

	Received Training		On The Job Experience	
	Yes	No	Yes	No
Arrange recreation, leisure time activities				
Provide consultation re: family financial, welfare, health or related problems				
Provide advocacy or representative services in business, legal, educational or medical transactions.				
Provide home/school liaison.				

I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

D. As necessary to implement direct service standards, the following supportive services will be offered to migrant families:

	Received Training		On The Job Experience	
	Yes	No	Yes	No
Transport and Care of Children				
Food Services				
Child Enrollment and Record Keeping				

I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

E. Medi-Corps students will be able to read, write and speak both English and Spanish to a sufficiently high degree of proficiency to enable them to translate business, legal, education and health notices or communications for the migrant family and to compose proper replies to such communications following migrant family instructions.

Received Training: Yes___ No___

On The Job Experience: Yes___ No___

I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

5. Another Medi-Corps objective is to obtain from students a firm commitment to enter health and/or social services professions servicing migrant families. Do you personally intend to fill this commitment? Yes____ No____. If no, explain why not, if yes, list the exact title of the profession you plan to enter, persons you intend to work with and location in which you would like to find work.

PROFESSION YOU INTEND TO ENTER	Persons, Clients or Patients You Intend To Work With	Location You Plan to Practice Your Profession Upon Graduation

6. Please complete the following ratings to summarize your satisfaction with the Medi-Corps Program during the past summer.

TABLE II

FACTORS TO BE EVALUATED	4. Excellent	3. Good	2. Fair	1. Poor
1. Overall Quality of My Clinical Experience This Summer.				
2. The Supervision and Advice I Received From My Coordinator.				
3. The Advice and Support I Received From My Liaison.				
4. Overall Quality of the Preservice Training I Received This Past Summer.				
5. The Quality of My Regular College Year Course Work in Preparing Me to Serve In Medi-Corps.				
6. Communications With Statewide Mini-Corps Operations.				
7. Overall Effectiveness That This Summer Medi-Corps Program in Meeting The Local Health and Welfare Needs of Migrant Families In the Area.				
8. Local Community Acceptance of the Medi-Corps Summer Program.				
9. Quality of Services Provided By Migrant Regional Education Offices to People in This Area.				
10. Communications With Agencies in My Area By Medi-Corps.				

FACTORS TO BE EVALUATED	4. Excellent	3. Good	2. Fair	1. Poor
11. Housing Provided For Medi-Corps Students.				
12. Liaison and Cooperation With Mini-Corps Student Teacher Assistants in Your Area.				
13. Evaluation Forms and Methods.				
14. Summer School Programs Offered For Migrant Education Pupils in My Area.				
List below and rate any additional factors you may have encountered in your work. 15.______________________________				
16.______________________________				
17.______________________________				

Please list any specific unsolved problems and recommendations you may have for improvement of any aspect of the Medi-Corps Program. Please be sure to include any recommendations you may have offered during the Davis Workshop or to your Liaisons. This list of problems and recommendations will be compiled and submitted to Medi-Corps student committees for study and action.

STUDENT APPRAISAL
OF
MEDI-CORPS WORKSHOP HELD JUNE 21-25, 1976

NAME

HOME ADDRESS

Years in Medi-Corps ___ 1st (New) ___ 2nd ___ 3rd

COLLEGE ATTENDED

Next Fall I will be a:

Freshman ☐

Sophomore ☐

Junior ☐

Senior ☐

Graduate Student ☐

CAMP OR REGION OF ASSIGNMENT

1. Below are the Twenty (20) sessions you attended during this workshop. Please rate each session in terms of the usefulness and thoroughness of the material and instruction you received. You will be asked again at the end of the summer to rate these sessions after you have had field experience.

SESSIONS	High Usefulness	Above Average Usefulness	Average Usefulness	Low Average Usefulness	Low Usefulness
The Chicano Movement (Eleazar Risco) (Antonio Ruelas					
Past Accomplishments of Medi-Corps (Liaisons)					
Working Together (Margo Segura) (BARCH)					
Working Together Group Sessions with Liaisons					
"Curanderismo" Folklore Medicine (Delfi Mondragon Shakra)					
Adult Medicine (Dr. Smilkstein)					

SESSIONS	High Usefulness	Above Average Usefulness	Average Usefulness	Low Average Usefulness	Low Usefulness
History Taking (Dr. Faustino Bernadette)					
The Role of the Health Worker (Vickie Caballero) (Dr. Smilkstein)					
Lab Practicum (Tino Bernadette)					
Mental Health (Dr. Ed. Casavantes)					
Pediatric Medicine (Dr. Smilkstein)					
Nutrition (Grace Meeker)					
First Aide (Davis Fire Department) (American Red Cross)					
Immigration and Patients Rights (Bert Corona)					
Pre-Post Natal Problems (Dr. Smilkstein)					
Family Planning (Eleanor Perez) (Kathy Kowalski)					
Model Camp Clinic (Tino Bernadette)					

SESSIONS	High Usefulness	Above Average Usefulness	Average Usefulness	Low Average Usefulness	Low Usefulness
Dental Problems (Dr. Cavagnolo)					
Food Stamps (Michael Flannagan) Food Advocates					
Medi-Cal (Julia Preciado) Ventura County					

california mini-corps

Main Office:
550 Rio Lindo Road
Chico, CA 95926
Phone (916) 345-5246

Woodland Office:
511 Main Street
Room 210
Woodland, CA 95695
Telephone (916) 666-3395

Herbert C. White
State Director

July 30, 1976

TO: Medi-Corps Coordinator and Liaisons

FROM: Joe Rice

SUBJECT: Final Narrative Summer Report To Be Prepared By Coordinator and Liaisons Cooperatively

Coordinator_________________________ Dates of Service_________________________
Liaisons_________________________ _________________________
_________________________ _________________________
_________________________ _________________________

Please complete the attached forms and questions by August 31. Use additional sheets if necessary. This is a suggested format only. Please feel free to report data describing job placement situations and the work of Medi-Corpsmen in ways you feel would be more illustrative. Your answers will be extremely important for future planning.

1. Complete Table I "Final Recommendation Regarding Medi-Corps Student Performance" by stating all sources of information describing student performance including ratings you may have assigned to these students. Column 1: List all students on the table alphabetically. Column 2: Enter the separate number of times you have observed (or conferred) with each student. Column 3: Record, in hours, the total amount of time you expended while observing, counseling or otherwise supervising this student. Column 4: This is a "forced rating" procedure. All of your students may have been "good or high". However, you are to identify comparative strengths in this procedure. Using summary judgement relating to clinical performance, attendance and community involvement, pick your highest performing student and assign a rank of one (1). Next, pick your second highest performing student and assign a rank of two (2). Proceed to rank all the rest of your students in descending order until you have ranked them all. Column 5: Check "yes" or "no" to indicate if student was appropriately placed considering his/her background, experience and training. Fully explain all "no" responses in Column 7. Columns 6 and 7: For each student, check off your final recommendation. This is an important responsibility. If you check the column "Rehire Without Interview", this student may be rehired without subsequent interview. If you check any other column, you must record the conditions which should be met before the student is rehired. If you recommend that a given student not be rehired, you should attach an ample explanation with documentation.

TABLE I

FINAL RECOMMENDATION REGARDING MEDI-CORPS STUDENT PERFORMANCE

(Final recommendations to be rendered by Coordinator
and Liaisons cooperatively)

FULL NAME OF MEDI-CORPS STUDENTS YOU SUPERVISED (Column 1)	NUMBER OF TIMES YOU OBSERVED THIS STUDENT (Column 2)	TOTAL HOURS OBSERVING THIS STUDENT (Column 3)	FORCED RANKING* ONE (1)=HIGHEST PERFORMING (Column 4)	WAS STUDENT APPROPRIATELY PLACED? (Column 5)			SUMMARY RECOMMENDATION (Column 6)		
				Yes	No	REHIRE WITHOUT INTERVIEW	REHIRE WITH* INTERVIEW	REHIRE IF* SPECIAL CON-DITIONS MET	DO NOT REHIRE*

TABLE I (cont'd)

FULL NAME OF MEDI-CORPS STUDENTS YOU SUPERVISED (Column 1)	EXPLANATION *SPECIAL CONDITIONS FOR REHIRE (Column 6) *REASONS FOR NOT REHIRING (Column 6) REASONS FOR INAPPROPRIATE PLACEMENT (Column 5) (Column 7)

2. Please list every public and private agency in which Medi-Corps students participated or worked this past summer. Include location, supervisor or contact persons at the agency, exact nature of the activities of this agency, and your best judgement of the contribution made by Medi-Corps to the operations of this agency. In addition, you may want to make a recommendation concerning the possibility of future cooperative arrangements with each agency listed. Be sure to include your overall judgement of the adequacy of this agency for future Medi-Corps student placements. Discuss any problems which may have occurred this past summer by the Medi-Corpsmen and each of these agencies. Recommended Procedure For Gathering Data To Answer This Question: Convey forms and folders to each area served by Medi-Corps students on which they can record agencies serving their migrant families. Two forms were suggested entitled "Medi-Corps Agency and Resource File" and "Resources and Services Not Available In Area". These area service file folders may also be used to (1) acquaint new Medi-Corps students with their area next summer, (2) procure missing services in certain areas by next summer, and (3) enable us to place experienced Medi-Corps students in areas where their services are most needed.

3. **Citations**: List the full name and current address of person(s) you feel are worthy of special Medi-Corps citations for outstanding performance. The following persons are eligible: Agencies, officials, community workers, liaisons, other persons affiliated with Medi-Corps who may have made outstanding efforts or contributions. For each person nominated, include a complete explanation of the factors which caused you to decide to nominate this person for special recognition by Medi-Corps.

NAME OF PERSON NOMINATED FOR OUTSTANDING PERFORMANCE	TITLE OR ASSOCIATION WITH MEDI-CORPS	ADDRESS	EXPLANATION OF YOUR REASONS FOR NOMINATION

4. Your overall evaluation of factors relating to your actual work as a Liaison or Coordinator should be indicated in Table on the following page. The Coordinator and each of the Liaisons should separately fill out Table II.

TABLE II

Name____________________

RATING OF LIAISON AND COORDINATOR WORKLOAD FACTORS

FACTORS TO BE EVALUATED	Fully Adequate HIGH	Mostly Adequate AVERAGE	Partially Adequate FAIR	Needs Improvement POOR	Remarks
1. Communications with Mini-Corps Headquarters					
2. Professional Materials For My Use					
3. Regional Office Liaison - Communications					
4. Communications with Community Agencies					
5. Overall Medi-Corps Student Performance					
6. Overall Field Supervision Performance (volunteer supervisors at agencies who evaluated Medi-Corps students)					
7. My Own Performance As a Liaison or Coordinator					
8. Supervision I Received From Mini-Corps					
9. The Pre-service Training Received by Medi-Corps Students (Davis Workshop)					
10. Housing Provided For Medi-Corps Students					
11. Evaluation Forms and Methods					
12. Instructions Medi-Corps Students Provided to Migrant Families					
13. Overall Quality of Clinical Services Provided by Medi-Corps Students in the Field					
14. Community Social Work Conducted By Medi-Corps Students					
15. Role and Work of the Liaison					
16. Preservice Orientation of School District Personnel					
17. Translation Services Provided by Medi-Corps Students					
18. Advocacy Services Provided By Medi-Corps Students					
(List Below and Rate (any) Additional Factors You May Want to Include): 19.____________________					
20.____________________					
21.____________________					

5. In anecdotal form, please describe several outstanding services to migrant families in the various areas which Medi-Corps sponsored this summer. Relate: Names of Medi-Corps personnel involved, nature of service (e.g., outstanding instructional programs, adult programs or community service, role models, handling of emergency situations, etc.). Explain outcomes (e.g., who benefited, measures of success, etc.). If available, include photographs or any written materials which may have been produced.

6. List the major problems you encountered in your work with Medi-Corps students. Include (any) problems Medi-Corps students may have brought to your attention. In the final column submit your recommendations for future solution of these problems.

PROBLEMS ENCOUNTERED	SOURCE (persons or places)	RECOMMENDATIONS/SOLUTIONS

7. For future summers:
Should all Medi-Corps students be required to live in housing close to migrant families? Yes___ No___
Reasons:______________________________________
____

Should bilinguality be an absolute requirement for all Medi-Corps students?
Yes___ No___ Explain:______________________________
____

Did marital status affect the performance of Medi-Corps students in any way?
Yes___ No___ If yes, explain how:____________________
____
____

Did the sex of the Medi-Corpsperson affect their performance in any manner?
Yes___ No___ Should placements of Medi-Corpspersons be influenced by their sex? Yes___ No___ Explain:______________________
____
____

Was the length of Coordinator and Liaison workloads sufficient? Yes___ No___.
If no, explain fully what the term of work should be for Liaisons and Coordinator:
____
____
____

For subsequent summers, list the qualifications Medi-Corps should require for Coordinator and Liaisons:______________________________________

List and describe additional personnel needed by Medi-Corps in future summers:

In general, were the placements of Medi-Corps students in your area appropriate? Yes___ No___. If no, explain and recommend future changes in placement practices and policies:______________________________________

In general, were workloads in your area of sufficient length to benefit migrant families? Yes___ No___ Remarks:______________________________________

Could the areas have used additional (more) Medi-Corpsmen this past summer? If yes, where and how many? Yes___ No___:______________________________________

In the future, should Medi-Corps students be evaluated by (check one or more as may apply):

____ Coordinator
____ Liaisons
____ Medical Workers
____ Regional Office Personnel
____ Mini-Corps Team Leaders
____ Public Agency Workers
____ Camp Managers
____ Parent Councils
____ Parents
____ Others (specify who)____________________

Rank the following qualities in descending order of importance as they are important to the performance of Medi-Corps students in their summer work (one (1) = highest or most important, eleven (11) = lowest or least important).

___Marital status
___Mature Personality
___Scholastic Aptitudes
___College Grades
___Knowledge of Subject Matter
___Knowledge of Instructional Techniques
___ Independence
___ Age
___Bilinguality
___Prior experience in Medi-Corps
___Sex

Should Medi-Corps continue to restrict enrollment to pre-medical and social service majors? Yes___ No___; To former migrants? Yes___ No___; To bicultural persons? Yes___ No___. Explain your position on these issues:____________________

8. THANK YOU FOR YOUR PATIENCE AND ENDURANCE IN RESPONDING TO THIS LONG FORM!

Please use the remaining space to comment upon any additional problems or recommendations you may want to offer.

california mini-corps

Main Office:
550 Rio Lindo Road
Chico, CA 95926
Phone (916) 345-5246

TO: All Team Leaders

FROM: Joe Rice

SUBJECT: Final Summer Report

Your Name ____________________
Region and Area
of Service ____________________
Dates of Service ____________________
Permanent Address ____________________
____
Telephone ____________________

Please complete the attached forms and questions by August 10. Use additional sheets as necessary. Since this is the first year we have used the "Team Leader concept", your answers will be extremely important for future planning.

SPECIAL NOTICE FOR OUTDOOR EDUCATION TEAM LEADERS: Most of the questions in this form will be appropriate for evaluating the outdoor program. Answer as many as possible. If a particular question seems inappropriate for your location, mark "N.A." Omit Question 2, but instead, give us a written analysis of the quality of the outdoor education program you conducted and rate the suitability of the area (campsite) you worked at. Include numbers of migrant children served, outdoor education curriculum offered and summary of the benefits that this outdoor education experience had for the migrant pupils attending.

1. Complete Table I "Final Recommendation Regarding Mini-Corps Student Performance" by stating all sources of information describing student performance including ratings you may have assigned to these students. Column 1: List all students on the table alphabetically. Column 2: Enter the separate number of times you have observed (or conferred) with each student. Column 3: Record, in hours, the total amount of time you expended while observing, counseling or otherwise supervising this student. Column 4: This is a "forced rating" procedure. All of your students may have been "good or high". However, you are to identify comparative strengths in this procedure. Using summary judgement relating to classroom performance, attendance and community involvement, pick your highest performing student and assign a rank of one (1). Next, pick your second highest performing student and assign a rank of two (2). Proceed to rank all the rest of your students in descending order until you have ranked them all. Column 5: Check "yes" or "no" to indicate if student was appropriately placed considering his/her background, experience and training. Fully explain all "no" responses in Column 7. Columns 6 and 7: For each student, check off your final recommendation. This is an important responsibility. If you check the column "Rehire Without Interview", this student may be rehired without subsequent interview. If you check any other column, you must record the conditions which should be met before the student is rehired. If you recommend that a given student not be rehired, you should attach an ample explanation with documentation.

A Component of the California Plan for the Education of Migrant Children
E.S.E.A., Title 1, P.L. 93-380

TABLE I

FINAL RECOMMENDATION REGARDING MINI-CORPS STUDENT PERFORMANCE

FULL NAME OF MINI-CORPS STUDENTS YOU SUPERVISED (Column 1)	NUMBER OF TIMES YOU OBSERVED THIS STUDENT (Column 2)	TOTAL HOURS OBSERVING THIS STUDENT (Column 3)	FORCED RANKING* ONE (1)=HIGHEST PERFORMING (Column 4)	WAS STUDENT APPROPRIATELY PLACED? (Column 5)		SUMMARY RECOMMENDATION (Column 6)			
				Yes	No	REHIRE **WITHOUT** INTERVIEW	REHIRE WITH* INTERVIEW	REHIRE **IF*** SPECIAL CONDITIONS MET	DO NOT REHIRE*

TABLE I Cont.

FULL NAME OF MINI-CORPS STUDENTS YOU SUPERVISED (Column 1)	EXPLANATION *SPECIAL CONDITIONS FOR REHIRE (Column 6) REASONS FOR NOT REHIRING (Column 6) REASONS FOR INAPPROPRIATE PLACEMENT (Column 5) (Column 7)

2. Complete Table 2 "Summary Rating of Cooperating Schools" by listing all of the schools you worked with in Column 1. List the school and all supervising teachers as follows:

"East Farm Elementary School" (Name and Town)
"Sarah Smith" (teacher)
"Jose Arroz" (teacher)
(Additonal teachers as needed)

Column 2: For each school (not every teacher listed), rate your overall estimate of relationships and communications with administrators, usually the principal and/or vice principal. For any ratings of "Fair or Poor" attach explanations.

Column 3: For every supervising teacher listed, summarize the extent to which contractual obligations were met. For teachers only "partially adequate" or "not meeting contractual functions", attach explanations.

Column 4: For each school listed, render your overall judgement of the adequacy of this school for future Mini-Corps student placements. Such factors as appropriate opportunities for teaching relevant subjects, quality of supervision and opportunities to work with migrant students, should be considered before making your final judgements. Please explain any "partially adequate" or "improvement needed" ratings.

In your own words, summarize your impression of: School administrative relationship, supervising teachers, and school environment in the space provided below. Include any explanations for low ratings in Table 2. Use additional sheets as necessary but be sure to always identify the school or teacher you are referring to:

SUMMARY OF SCHOOL ADMINISTRATIVE RELATIONS: (Column 2 of Table 2).

EXPLANATION FOR ANY LOW RATINGS: (Column 2 of Table 2).

SUMMARY FOR SUPERVISING TEACHERS: (Column 3 of Table 2).

EXPLANATION OF ANY LOW RATINGS: (Column 3 of Table 2).

SUMMARY FOR OVERALL SCHOOL EVALUATIONS: (Column 4 of Table 2).

EXPLANATION OF ANY LOW RATINGS: (Column 4 of Table 2).

TABLE 2

SUMMARY RATING OF COOPERATING SCHOOLS

NAME OF SCHOOL AND SUPERVISING TEACHERS (Column 1)	RELATIONS - COMMUNICATIONS WITH SCHOOL ADMINISTRATORS (Column 2)				SUPERVISING TEACHERS (Column 3)				OVERALL APPROPRIATENESS OF SCHOOL ENVIRONMENT FOR PLACEMENT OF MINI-CORPS STUDENTS (Column 4)				
	Excellent	Good	Fair*	Poor*	Met or Exceeded Contract	Adequate	Partially Adequate*	Did Not* Discharge Contractual Obligations	Exemplary	Fully Adequate	Partially Adequate*	Needs Improvement*	Should Not Place Here in Future*

*Explanation Required Below

3. Citations: List the full name and current address of person(s) you feel are worthy of special Mini-Corps citations for outstanding performance. The following persons are eligible: (1) Mini-Corps students, (2) Supervising teachers, (3) Fellow Team Leaders or Liaisons, or (4) Other persons affiliated with Mini-Corps Programs who may have made outstanding efforts or contributions. For each person nominated, include a complete explanation of the factors which caused you to decide to nominate this person for special recognition by Mini-Corps.

Name of Person Nominated For Outstanding Performance	Title or Association With Mini-Corps	Address	EXPLANATION OF YOUR REASONS FOR NOMINATION

4. Your overall evaluation of factors relating to your actual work as a Team Leader should be indicated in Table 3 on the following page.

TABLE 3

RATING OF TEAM LEADER WORKLOAD FACTORS

FACTORS TO BE RATED	Fully Adequate HIGH	Mostly Adequate AVERAGE	Partially Adequate FAIR	Needs Improvement POOR	REMARKS
1. Communications with Mini-Corps Headquarters					
2. Professional Materials For My Use					
3. Regional Office Liaison-Communications					
4. Communications with School Districts					
5. Overall Mini-Corps Student Performance					
6. Overall Supervising Teacher Performance					
7. My Own Performance As A Team Leader					
8. Supervision I Received From Mini-Corps					
9. The Pre-service Training Received By Mini-Corps Students (Chico Workshop)					
10. Housing Provided For Mini-Corps Students					
11. Evaluation Forms and Methods					
12. Instruction Mini-Corps Students Provided to Migrant Children					
13. Overall Summer School Programs in My Area					
14. Community Field Work Conducted by Mini-Corps Students					
15. Role and Work of the Liaison					
16. Preservice orientation of School District Personnel					
17. Home Visits Conducted By Mini-Corps Students					
(List Below and Rate (any) Additonal Factors You May Want To Include:) 18. ____________________					
19. ____________________					
20. ____________________					

5. In anecdotal form, please describe several outstanding services to migrant students which Mini-Corps sponsored this summer in your area. Relate: Names of Mini-Corps personnel involved, nature of service (e.g., outstanding instructional programs, adult programs or community service, role models, handling of emergency situations, etc.). Explain outcomes (e.g., who benefited, measures of success, etc.). If available, include photographs or any written materials (such as lesson plans) which may have been produced.

6. List the major problems you encountered in your work with Mini-Corps students and schools. Include (any) problems Mini-Corps students may have brought to your attention. In the final column submit your recommendations for future solution of these problems.

PROBLEMS ENCOUNTERED	SOURCE (persons or places)	RECOMMENDATIONS/SOLUTIONS

7. For future summers:

Should all Mini-Corps students be required to live in housing close to migrant families? Yes___ No___
Reasons:____
____

Should bilinguality be an absolute requirement for all Mini-Corps students?
Yes___ No___ Explain:_________________________________
____

Should Team Leaders conduct the pre-service activities for Mini-Corps students and supervisng teachers in their own areas instead of a large workshop?
Yes___ No___ Comments:________________________________
____
____

Did marital status affect the performance of Mini-Corps students in any way?
Yes___ No___ If yes, explain how:_____________________
____
____

Did the sex of the Mini-Corpsperson affect their performance in any manner?
Yes___ No___ Should placements of Mini-Corpspersons be influenced by their sex? Yes___ No___ Explain:__________________
____
____

Was the length of Team Leader workloads sufficent (i.e., 6 weeks)? Yes___ No___.
If not, explain fully what the term of work should be for Team Leaders__________
____
____

For subsequent summers, list the qualifications Mini-Corps should require for Team Leaders:____________________

In general, were summer school sessions in your area of sufficient length to benefit migrant pupils? Yes___ No___ Remarks: ____________________

In general, were the placements of Mini-Corps students in your area appropriate? Yes___ No___. If no, explain and recommend future changes in placement practices and policies:____________________

Could schools in your area have used additional (more) Mini-Corps students this past summer? Yes___ No___. If yes, where and how many more?____________________

In the future, should Mini-Corps students be evaluated by (check one or more as may apply):

____Morning Teachers.
____Afternoon (extended day) teachers.
____Both AM and PM teachers.
____Resource Teachers.
____ Team Leaders
____Principals.
____Parents.
____(Others) specify who____________________

Rank the following qualities in descending order of importance as they are important to the performance of Mini-Corps students in their summer work (one (1) = highest or most important, eleven (11) = lowest or least important).

Marital status
Mature Personality
Scholastic Aptitudes
College grades
Knowledge of Subject Matter
Knowledge of Instructional Techniques

Independence
Age
Bilinguality
Prior experience in Mini-Corps
Sex

Should Mini-Corps continue to restrict enrollment to Education majors? Yes___ No___; To former migrants? Yes___ No___. To bicultural persons? Yes___ No___. Explain your position on these issues:____________________

Should placement of 1st year Mini-Corps students be further restricted to certain kinds of classrooms or settings? Yes___ No___. If yes, explain how:____

____

____

____

____

8. THANK YOU FOR YOUR PATIENCE AND ENDURANCE IN RESPONDING TO THIS LONG FORM!

Please use the remaining space to comment upon any additional problems or recommendations you may want to offer.

Medi-Corps
Liaison's Weekly Report Form

Period of report from_______to_______

Name of Liaison_____________________

Name of Medi-Corps Student	Attendance			Number of weekly logs filed and approved	Number of hours spent supervising this student	Final Period Only		Evaluation by	
	Day Worked	Days Excused	Days Unexcused			Evaluation form filed for student by Liaison		Clinics, farm center managers and other filed	
						Yes	No	Yes	NO

Sites Visited	Date	Contact Person	Person for Visit	Students Observed	Current Recommendations

CALIFORNIA MINI-CORPS
ABSENCE FORM

Date ____________

Student's Name ____________ Date(s) of Absence ____________

School of Assignment ____________ Supervising Teacher ____________

Was school informed of absence before 8:30AM on day of absence? Yes ____ No ____

This absence was (check one) Excused ________ Unexcused ________

________ Illness, specify type ____________

________ Death or serious illness of family member

________ Other. Be very specific, this type of excused absence must be approved by Central Mini-Corps. Explain ____________

____________.

If unexcused, state reason student offers for absence: ____________

____

If unexcused, does this case require disciplinary action by Mini-Corps? ____ Yes ____ No

Recommended Action: ____________

____________ Signature-Team Leader

____________ Signature-Mini-Corps Student

____________ Signature-Mini-Corps Headquarters

____________ Approved

____________ Disapproved

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CALIFORNIA MINI-CORPS
ABSENCE FORM

Date ____________

Student's Name ____________ Date(s) of Absence ____________

School of Assignment ____________ Supervising Teacher ____________

Was school informed of absence before 8:30AM on day of absence? Yes ____ No ____

This absence was (check one) Excused ________ Unexcused ________

________ Illness, specify type ____________

________ Death or serious illness of family member

________ Other. Be very specific, this type of excused absence must be approved by Central Mini-Corps. Explain ____________

____________.

If unexcused, state reason student offers for absence: ____________

____

If unexcused, does this case require disciplinary action by Mini-Corps? ____ Yes ____ No

Recommended Action: ____________

____________ Signature-Team Leader

____________ Signature-Mini-Corps Student

____________ Signature-Mini-Corps Headquarters

____________ Approved

____________ Disapproved

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CALIFORNIA MINI-CORPS

CLASSROOM OBSERVATION FORM

Mini-Corps Student Observed: ______________________

Duration of Visit: ______ Hrs. ______ Mins.

Supervising Teacher: ______________________

Date ______________________

Directions: Plan classroom observation visits by informing supervising teacher and student one week or more in advance, visit should last 30 minutes or longer and be followed by a brief discussion with the teacher, student and principal. Only Mini-Corps student performance is evaluated. Copies of completed forms are filed with the Program Evaluator. This form may be used by Mini-Corps administrators, evaluators or Team Leaders. Classroom evaluators should also attempt to rate as many of the factors listed on the separate "Checklist Evaluation Form" as possible.

Use this space for additional comments:

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Classroom Observation Form
Page 2

Lesson Planning: Rate organization and thoroughness of daily lesson plans. Does subject matter suit the grade level of students taught? Does teacher review and approve lesson plans? Include teachers rating.

Rating:
____Excellent ____Good ____Fair ____Poor ____Did Not Observe

Comments:____

Cooperation With Teacher: Do duties conform to teacher's plan? Are large, small and individual group activities included? Relationship with teacher aides?

Rating:
____Excellent ____Good ____Fair ____Poor ____Did Not Observe

Comments:____

Translation Services: Collect examples of notices to parents or lesson plans in Spanish. Are bilingual or limited-English-speaking children communicated with in Spanish? Is true bilingual instruction practiced?

Rating:
____Excellent ____Good ____ Fair ____Poor ____Did Not Observe

Comments:____

Subject Areas Instructed: Check subject matters which Mini-Corps students instruct.
__Math __Bicultural __Reading __Oral Language__ESL __Science __Social Science
__Homemaking __Arts and Crafts __Music __Physical Education __Playground Supervision
__Other (Specify)____________________. Does student instruct Mexican studies such as music, dance, cultural awareness, folklore, and literature?

Rating:
____Excellent ____Good ____Fair ____Poor ____Did Not Observe

Comments:____

Role Model: Do children appear to emulate behavior of Mini-Corps students? Does student frequently talk about career plans? Does student impress parents and teachers as well as pupils?

Rating:
____Excellent ___Good ____Fair ____Poor ____Did Not Observe

Comments:____

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CHECKLIST EVALUATION OF MEDI-CORPS STUDENTS

This is a performance report on ______________________________
(Name of Medi-Corpsperson)

Reported By: ______________________ Position ______________________

Date: ______________________

INSTRUCTIONS: Meanings of your ratings: Please rate students fairly and accurately according to your best professional judgement. Completed evaluations are ordinarily returned to Medi-Corps Liaison or Coordinator. Your ratings should convey the following meanings:

4. Excellent = Professional level. The student is at the peak of his development.
3. Good = High student level of performance. No deficiencies or lags are noted.
2. Fair = Acceptable level of performance, but improvements may be needed in certain aspects of the factor being rated.
1. Poor = Unsatisfactory or unacceptable level of performance requiring immediate remediation.
0. Did Not Observe = The student did not perform this task or exhibit this behavior. This rating is neutral, it does not infer any value judgement since the factor simply was not observed.

ACTIVITIES	4. Excellent	3. Good	2. Fair	1. Poor	0. Did Not Observe
☐ 1. Understandingof migrant farmworkers and sensitivity to their needs.					
☐ 2. Help provided to the clinical and agencies staff in understanding the needs of farmworkers.					
☐ 3. Effectiveness in providing actual Health Education instruction in Spanish as needed.					
☐ 4. Effectiveness as an interpreter between clinic staff and Spanish-speaking migrants.					
☐ 5. Effectiveness as a suitable role model for migrant families.					
☐ 6. Demonstrated knowledge and abilities to perform para-medical clinical skills in a laboratory or clinic setting.					
☐ 7. Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies.					

ACTIVITIES	4. Excellent	3. Good	2. Fair	1. Poor	0. Did Not Oberve
☐ 8. Demonstrated ability to work cooperatively with other members of the clinical team (such as other paraprofessionals , administration and medical and nursing specialists) for the provision of appropritate programs for migrant farmworkers.					
☐ 9. Decorum					
☐ 10. Health and Vitality					
☐ 11. Personal Appearance					
☐ 12. Poise					
☐ 13. Voice and Speech					
☐ 14. Judgement					
☐ 15. Enthusiasm					
☐ 16. Sense of Humor					
☐ 17. Dependability					
☐ 18. Originality					
☐ 19. Personal Integrity					
☐ 20. Respects attitudes and opinions of others.					
☐ 21. Works harmoniously with others.					
☐ 22. Accepts criticism and suggestions.					
☐ 23. Exhibits leadership potential					
☐ 24. Ability to relate with migrant farmworkers.					
☐ 25. Ability to bring forth an awareness of Health programs to migrant farmworkers.					
☐ 26. Interest and sincerity in providing ideas, opinions at Inter-Agency or Camp Council Meetings.					

ACTIVITIES	4. Excellent	3. Good	2. Fair	1. Poor	0. Did Not Observe
☐ 27. General Knowledge of Health Education					
☐ 28. Skill in lesson planning and organization.					
☐ 29. Knowledge and use of teaching methods related to Health Education.					
☐ 30. Oral and written expression in English					
☐ 31. Oral and written expression in Spanish					
☐ 32. Attention to individual differences of migrant family members.					
☐ 33. Professional attitude in working with other clinical staff					
☐ 34. Knowledge of and operation of media equipment					

35. I believe this person has the potential to become: (Check as many as apply)

______Medical Administrator

______Medical Doctor

______Dentist

______Public Health Nurse

______Nurse

______Social Agency Worker

______Other (Please specify)

______Should consider another profession outside of health services.

36. The overall performance of this person was:

______outstanding

______above average

______below average

______inadequate

37. When you have finished rating the student, please go back over the items you have checked and do the following:

1. Write a capital A in the empty boxes /__/ of the three (3) factors you feel are the highest qualities of this student.
2. Write a capital Z in the empty boxes /__/ of the three (3) factors you feel are the lowest comparative qualities of this student.

---

38. Please explain any special problems, conflicts or difficulties you may have experienced while supervising this student. Include explanations for any "fair" or "poor" ratings you may have assigned this student:

NAME____________________

Medi-Corps Weekly
Record of Services
Patient Advocacy

Date______________

Patient Advocacy Services are those in which you directly work with patients under the supervision of a licensed medical or dental worker. This service may occur in clinics, vans, offices, homes or camps and always results in some direct service to a patient such as an examination, an immunization, nursing care, a case study or medical or dental treatment.

CLINICAL SERVICES PERFORMED	Number of Clients Served (You may keep names in this space for followup purposes	Please specify where service was performed	TOTAL HOURS	TIME IN BILINGUAL MODE	TERMINAL No Further follow-up needed	ACTIVE* Followup Required
					Total Patients	List No. Cases
SCREENING SERVICES						
General Office Screening						
T.B.						
Hypertension						
Diabetes						
Nutrition						
Dental						
Optometric						
General Physical						
Hearing						
Contagious Diseases (Specify type, e.g. strep throat, mumps)						
LAB WORK (Specify type)						
IMMUNIZATIONS (Specify type)						
PRACTICAL NURSING CARE						
DENTAL SERVICES (Specify type)						
OTHER MEDICAL SERVICE (Specify type)						
CASE HISTORY WRITEUPS						

*ACTIVE followup - On separate sheet list the exact nature of followup required for each patient and date you should implement followup.

NAME ____________________

SOCIAL SERVICES

Date ____________________

CLINICAL SERVICES PERFORMED	Number of Clients Served (You may keep names in this space for followup purposes)	Please specify where service was performed	TOTAL HOURS	TIME IN BILINGUAL MODE	TERMINAL No Further Followup needed	ACTIVE* Followup Required
					Total Patients	List No. Cases
Food acquiring services						
Food Stamps						
Food Vouchers						
Medical						
Medi-Cal						
Medi-Care						
Public Health						
WIC						
etc (Specify)						
Social Security						
Job related services						
Obtaining jobs						
Disability						
unemployment						
etc. (Specify)						
Housing (Specify)						
Legal Referrals						
School, Home Health Liaison Services (Specify)						
Children's Health Services						
Migrant Education						
Crippled Children's Services						
Easter Seals						
Lions Club						
Other (Specify)						

*ACTIVE followup - On separate sheet list the exact nature of followup required for each patient and date you should implement followup.

NAME ______________________ Education (Preventive Medicine) Date ______________

CLINICAL SERVICES PERFORMED	Number of Clients Served (You may keep names in this space for followup purposes	Please specify where service was performed	TOTAL HOURS	TIME IN BILINGUAL MODE	TERMINAL No Further Followup Needed Total Patients	ACTIVE* Followup Required List No. Cases
Recreation						
Athletic Program						
Sports						
Other (Specify)						
Film presentations (Specify topics covered)						
Getting resource persons to make health presentations (Specify topics covered)						
Providing awareness to community and agencies of special needs of migrants						
School health Presentations (Specify topic)						
Other (Specify)						

*ACTIVE followup - On separate sheet list the exact nature of followup required for each patient and date you should implement followup.

STUDENT APPRAISAL
OF
MEDI-CORPS WORKSHOP HELD JUNE 21-25, 1976

NAME ______________________

HOME ADDRESS ______________________

____

Years in Medi-Corps ______ 1st (New) ______ 2nd ______ 3rd

COLLEGE ATTENDED ______________________

Next Fall I will be a:

Freshman ☐

Sophomore ☐

Junior ☐

Senior ☐

Graduate Student ☐

CAMP OR REGION OF ASSIGNMENT ______________________

1. Below are the Twenty (20) sessions you attended during this workshop. Please rate each session in terms of the usefulness and thoroughness of the material and instruction you received. You will be asked again at the end of the summer to rate these sessions after you have had field experience.

SESSIONS	High Usefulness	Above Average Usefulness	Average Usefulness	Low Average Usefulness	Low Usefulness
The Chicano Movement (Eleazar Risco) (Antonio Ruelas					
Past Accomplishments of Medi-Corps (Liaisons)					
Working Together (Margo Segura) (BARCH)					
Working Together Group Sessions with Liaisons					
"Curanderismo" Folklore Medicine (Delfi Mondragon Shakra)					
Adult Medicine (Dr. Smilkstein)					

SESSIONS	High Useful-ness	Above Average Useful-ness	Average Useful-ness	Low Average Useful-ness	Low Useful-ness
History Taking (Dr. Faustino Bernadette)					
The Role of the Health Worker (Vickie Caballero) (Dr. Smilkstein)					
Lab Practicum (Tino Bernadette)					
Mental Health (Dr. Ed. Casavantes)					
Pediatric Medicine (Dr. Smilkstein)					
Nutrition (Grace Meeker)					
First Aide (Davis Fire Department) (American Red Cross)					
Immigration and Patients Rights (Bert Corona)					
Pre-Post Natal Problems (Dr. Smilkstein)					
Family Planning (Eleanor Perez) (Kathy Kowalski)					
Model Camp Clinic (Tino Bernadette)					

SESSIONS	High Usefulness	Above Average Usefulness	Average Usefulness	Low Average Usefulness	Low Usefulness
Dental Problems (Dr. Cavagnolo)					
Food Stamps (Michael Flannagan) Food Advocates					
Medi-Cal (Julia Preciado) Ventura County					

CHECKLIST EVALUATION OF MINI-CORPS ACTIVITIES

This is a performance report on ______________________________
(Name of Mini-Corpsperson)

Years in Mini-Corps:
1st____ 2nd____ 3rd____ 4th____

Reported By:__________________________
1. Supervising Teacher____
2. Mini-Corps Team Leader____

Date:______________________________

INSTRUCTIONS: Meanings of your ratings: Please rate students fairly and accurately according to your best professional judgement. Completed evaluations are ordinarily returned to Mini-Corps Team Leaders or Coordinators. Your ratings should convey the following meanings:

4. Excellent = Professional level. The student is at the peak of his development.
3. Good = High student level of performance. No deficiencies or lags are noted.
2. Fair = Acceptable level of performance, but improvements may be needed in certain aspects of the factor being rated.
1. Poor= Unsatisfactory or unacceptable level of performance requiring immediate remediation.
0. Did Not Observe=The student did not perform this task or exhibit this behavior in your classroom. This rating is neutral, it does not infer any value judgement since the factor simply was not observed.

PART I:
GENERAL FACTORS RELATED TO WORKING WITH MIGRANT CHILDREN, Items 1 - 13.

PART II:
GENERAL FACTORS RELATED TO PROFESSIONAL GROWTH, Items 14 - 45.

ACTIVITIES	4.Excellent	3. Good	2. Fair	1. Poor	0. Did Not Observe
☐ 1. Understanding of migrant children and sensitivity to their needs.					
☐ 2. Help provided to the teacher in understanding the needs of migrant children.					
☐ 3. Understanding of his role and his relationships with the teacher in the classroom in the special handling of migrant pupils.					
☐ 4. Effectiveness in providing actual instruction in Spanish as needed.					
☐ 5. Effectiveness as an interpreter between teachers and Spanish-speaking children and parents.					

ACTIVITIES	4. Excellent	3. Good	2. Fair	1. Poor	0. Did Not Observe
☐ 6. Effectiveness in assisting with instruction in Mexican-American history and culture.					
☐ 7. Effectiveness as a suitable role model for migrant children.					
☐ 8. Effectiveness in assisting with followup of absenteeism of migrant children.					
☐ 9. Demonstrated knowledge of techniques of teaching and working with migrant children.					
☐ 10. Demonstrated knowledge of techniques of English as a Second Language.					
☐ 11. Demonstrated knowledge of techniques of classroom management; techniques of discipline.					
☐ 12. Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private					
☐ 13. Demonstrated ability to work cooperatively with other members of the educational team (such as other paraprofessionsals, administration and instructional specialists) for the provision of appropriate programs for migrant children.					
☐ 14. Decorum					
☐ 15. Health and Vitality					
☐ 16. Personal Appearance					
☐ 17. Poise					
☐ 18. Voice and Speech					
☐ 19. Judgement					

ACTIVITIES	4. Excellent	3. Good	2. Fair	1. Poor	0. Did Not Observe
☐ 20. Enthusiasm					
☐ 21. Sense of Humor					
☐ 22. Dependability					
☐ 23. Originality					
☐ 24. Personal Integrity					
☐ 25. Respects attitudes and opinions of others.					
☐ 26. Works harmoniously with others.					
☐ 27. Accepts criticism and suggestions.					
☐ 28. Exhibits leadership potential					
☐ 29. Ability to relate with parents.					
☐ 30. Ability to bring forth an awareness of the educational program to the parents in the community.					
☐ 31. Interest and sincerity in providing ideas, opinions at Parent Advisory Board Meetings.					
☐ 32. General knowledge of subject matter(s) taught.					
☐ 33. Skill in lesson planning and organization.					
☐ 34. Knowledge and use of teaching methods.					

ACTIVITIES	4. Excellent	3. Good	2. Fair	1. Poor	0. Did Not Observe
☐ 35. Oral and written expression in English.					
☐ 36. Oral and written expression in Spanish.					
☐ 37. Ability to motivate students.					
☐ 38. Consistent pupil control and classroom management.					
☐ 39. Attention to individual differences.					
☐ 40. Professional attitude toward cooperating teacher.					
☐ 41. Knowledge of and operation of media equipment.					
☐ 42. Ability to translate instructional material for non-English-speaking students.					
☐ 43. Ability to diagnose learning needs of pupils.					
☐ 44. Ability to prescribe individualized instruction.					
☐ 45. Competency to instruct reading and oral language development programs.					

46. I believe this person has the following potential as a teacher:

_____outstanding.

_____above average.

_____average.

_____below average.

_____should be encouraged to consider another profession.

47. When you have finished rating the student, please go back over the items you have checked and do the following:

1. Write a capital A in the empty boxes /__/ of the three (3) factors you feel are the highest qualities of this student.
2. Write a capital Z in the empty boxes /__/ of the three (3) factors you feel are the lowest comparative qualities of this student.

48. Please explain any special problems, conflicts or difficulties you may have experienced while supervising this student. Include explanations for any "fair" or "poor" ratings you may have assigned this student:

WEEKLY LOG - MINI-CORPS

NAME ____________ SCHOOL ____________ DISTRICT ________ GR. LEVEL _____
WEEK OF: FROM ________ TO ________ NO. OF DAYS ______ TOTAL HRS. SERVICE THIS WEEK ________
NAME OF SUPERVISOR ____________ SUPERVISOR'S INITIALS ______ TEACHER ____________
TOTAL HOURS SPENT SPEAKING SPANISH ________ NO. OF MIGRANT STUDENTS CONTACTED ________

ACTIVITIES AND SERVICES YOU PERFORMED	TOTAL HOURS	NUMBER AND TYPE OF CLIENTS CONTACTED
PLANNING (Indirect Service)		
Inservice Training (as participant)		
Inservice Training (as planner or presentor)		
Child Diagnostic Services (Assessment)		
Other Pupil Personnel Services		
Health and Welfare		
Family Services		
Community Liaison		
Advisory Committees		
Preparation (of curriculum, lesson plan)		
Other (specify)		
TOTAL PLANNING		
INSTRUCTION (Direct Service)		
Adult Education (specify type)		
Math		
Bicultural		
Reading		
Oral Language		
ESL		
Science		
Social Science		
Homemaking		
Arts and Crafts		
Music		
Physical Education		
Playground Supervision		
Other (specify)		
TOTAL INSTRUCTION		
HOME/FAMILY/COMMUNITY (Direct Service)		
Related Community Activity (e.g., recreation, social services)		
Consultation to Family (re: Welfare, Social or Health Services)		
Translation Services		
Acting as Advocate for Family		
Home/School Liaison/Visitation		
Other (specify)		
TOTAL FAMILY SERVICES		
SUPPORTIVE SERVICES (Direct Service)		
General Administration Tasks (filling out forms or clerical)		
Transport and care of children for (specify ____________)		
Food Services Activities		
Counseling to Students		
Identification and Enrollment Services, incl. any MSRTS		
Health, Welfare & Attendance Services (specify ____________)		
Other (specify ____________)		
TOTAL SUPPORTIVE SERVICES		
GRAND TOTAL FOR WEEK RECORD AT TOP OF PAGE		

DIRECTIONS FOR WEEKLY LOG

Directions: Complete a log for each full week of service.

The list of activities are intended to include all of the possible tasks you perform as you serve migrant children and their families. It is imperative that you account for all activities before, during and after school. All community activities, including home visitation, should be accounted for. If you perform tasks which cannot be accounted for in any of the listed activities, use the "Other" category and explain on a separate sheet the nature of the service you performed. However, you should try to fit your activity in one of the listed categories whenever possible. All time must be reported to the nearest half hour. Fill in each column as follows:

General Instructions: Use one Weekly Log as a work copy, recording the hours of work done each day. At the end of each week add up the daily hours of service and record on a blank Weekly Log. The Weekly Log should be regularly discussed with your team leader. Your team leader will review and initial all Weekly Logs.

Total Hours: Record in this column the total time spent during the week for a particular activity. The time recorded when added, must equal the "total hours of service this week" which you record at the top of the Log. Actual time must be recorded only one time on one line of activity. For example, if you spent two hours instructing Social Science but you were also reinforcing Oral Language, you would only record two hours of time entirely in Social Science or divided between Social Science and Oral Language.

Number of Clients Contacted: Record the total number of persons you contacted while performing a given activity. For example, if you record 6 hours of reading instruction, how many different children did you actually come into contact with? Keep track separately of the total number of different clients you contact during the summer school or regular school year as you will be asked at the end of the session to estimate the total number of separate clients you contacted. We are only interested in the total number of different persons you contact.

Type of Client: Using the code provided, indicate the type of person you delivered a particular service to. If you delivered a given service to more than one type of client, break your answer down accordingly. For example, if you instructed 10 children in Arts and Crafts, 8 of whom were migrant and 2 of whom were regular summer school enrollees, you would record: "8 MC, 2 RC".

Code:
RS = Region Staff
LSS = Local School Staff
MC = Migrant Child
RC = Regular Students
MP = Migrant Parent or Family
MD = Medical or Dental Staff
CA = Community Agency Staff
O = Other (specify)

Questions regarding any service you find difficult to record should be referred to your Team Leader.

Anecdotal Notes: In addition to the Weekly Logs you are urged to maintain a case study notebook of Anecdotal Notes describing your experiences serving migrant students and their families. The purpose of these notes is to account for progress and success that you witness as you serve migrant students in the various roles enumerated on the Weekly Log. At the end of your service period, you will be asked to comment upon educational benefits and growth you observed during your period of service.

CALIFORNIA MINI-CORPS
TEAM LEADER MONTHLY LOG

Team Leader ______________________

Fill out an attendance form for each calendar month

Total attendance days in this period ________										Final Period Only	
NAME OF MINI-CORPS STUDENT	________ to ________			Hours Spent Supervising This Student	Total Days Contract Called For	All Weekly Logs In?		All Home Visitation Forms In?		Checklist Evaluation From Teacher	Checklist Evaluation From Team Leader
	Days Worked	Days Excused	Days Unexcused			Yes	No	Yes	No		

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List all schools visited during this period

SCHOOLS	DATE	CONTACT PERSON	REASON FOR VISIT	SITES		TIME
				SCHOOL	CAMP	

CALIFORNIA MINI-CORPS

HOME VISITATIONS - WEEKLY LOG

NAME ______________________________ Dates: From ____________ to ______________

Number of home visits this week: ________
Total hours spent on all home visits ______

Purposes for home visits, check as many as apply:

Pupil's Attendance problems ______
Children's Health ______
Pupil Behavior Problem at School ______
Enrolling Child in School ______
Collecting Information For Records ______
Explaining School Programs ______
Helping Parents to Tutor Pupil (Homework) ______
Transportation Services for Parents ______
Secure Permission for Children's Participation in Activity ______
Provide Clothing ______
Help Parents Get Service From Public or Private Agency ______
To Explain Recreational Program ______
To Solicit Parents Participation In School Activities ______
Other (Explain, be very specific) ______________________________

In general, describe parent reactions to your visits, explain any problems you encountered or could not handle yourself.

Describe plans you have for return visits to these homes for follow-up activities.

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cf

GUIDELINES

Team Leaders

Evaluation, Workload and Attendance for Mini-Corps Students

By Dr. Joe Rice

APPROVED ______________________
Herb White

Mini-Corps students are supervised and evaluated by the following persons:

PERSONNEL	FREQUENCY OF CONTACT	FORMS AND REPORTS	DUE
Team Leaders	At least weekly in classrooms and camps.	Work Logs Home Visitation Forms Checklist Evaluation	Weekly Weekly End of term

Final report is completed at end of term summarizing all Mini-Corps student activities, problems encountered and measured changes in migrant pupil achievement.

PERSONNEL	FREQUENCY OF CONTACT	FORMS AND REPORTS	DUE
Liaisons	Weekly in camps.	Report Problems to Team Leaders	
Supervising Teachers	Daily classroom supervision; weekly appraisal of lesson planning	Checklist Evaluation Conferences with team leaders	End of Term bi-weekly
Mini-Corps Administrators and Evaluators	Monthly classroom visitations.	Classroom Monitoring Forms	Monthly

Detailed instructions are included in all evaluation forms in use. For example, the Weekly Log contains directions for completing the form on the back. It is the responsibility of the Team Leader to retrieve all required forms in a timely fashion and verify their accuracy and completeness. Final student stipend payments will not be released until Team Leaders verify in writing that all weekly and end of term forms are completed, checked for accuracy and filed with Mini-Corps.

The Team Leader should remind supervising teachers to file their end of term evaluation forms promptly. Failure of Mini-Corps students to submit Weekly Logs, Home Visitation Forms or other reports required by Team Leaders or Mini-Corps shall be grounds for dismissal, except for reasons of illness or other excuses approved in writing by team leaders. Upon receipt of Weekly Logs and Home Visitation Forms, the Team Leader shall perform the following tasks:

1. Study and affirm the completeness and accuracy of all forms based upon your personal knowledge of the corpsperson's actual workload.

2. Return any incomplete or inaccurate logs or forms to the corpsperson with written notations and demand return of corrected complete and accurate forms within five (5) calendar days.

3. Periodically review completed forms with corpspersons as a basis for understanding and regulating their workloads and identifying potential problems.

4. When making classroom and camp visitations, check prior logs for accuracy by observing the activities of the corpsperson in terms of tasks he/she claims to have performed.

Team Leaders should use the "Checklist Evaluation Form" as a basis for observing the classroom performance of corpspersons. When you visit classrooms, take along a checklist for each corpsperson to be observed and make notations describing your impressions and judgements concerning the factors and characteristics listed on the form. Over the course of the term (summer school) you should make several or more observations of each corpspersons' performance. By the end of the term you should be able to render fair and accurate composite judgements of corpspersons' performance on all of the factors listed. Your ratings of corpsperson performance may differ from ratings assigned by supervising teachers since you will be observing and rating the corpspersons from a different perspective. It is your duty to discuss all final ratings of corpspersons with them at their request. Corpspersons receiving "fair" or lower ratings should be counseled, the reasons for their relatively low ratings diagnosed and a remedial plan of action developed. Highly exaggerated ratings should be discouraged. All ratings should be honest, based upon actual observations and comparative (e.g., corpspersons' performance should be compared with other teacher assistants and related personnel). If deficiencies are observed, it is the duty of the Team Leader and Supervising Teacher to report these on forms provided and to recommend remedial and/or disciplinary action.

Attendance and Duties: Mini-Corps students are expected to be at their work stations punctually and remain there for the full lengths of time agreed upon by Team Leaders and Supervising Teachers. Team Leaders should collect a Weekly Schedule from every corpsperson under their supervision during the first week of service. Such schedules should be approved by Supervising Teachers and Principals. When changes in the Weekly Schedules are made, it is the duty of the corpsperson to submit a revised Weekly Schedule to the Team Leader. During the regular school year, Mini-Corps students serve a minimum of 20 hours, during summer programs, full-time service of 40 hours or more is required. State and Federal holidays or excused absences excepted. Service includes an approved combination of planning, instructional and community and supportive services as outlined on the Weekly Log form. Unless expressly permitted by the Team Leader with the approval of Mini-Corps headquarters, the majority of a Mini-Corps students' time shall be expended on instructional services. About 10 to 20 percent of a Mini-Corps students' time should be spent on home visits and related community services. Planning time should not be less than 10 percent nor more than 20 percent of total time expended. Supportive services may vary considerably, depending upon the location, however, when supportive services exceed 20 percent of a Mini-Corps students' total expended time, the Team Leader should investigate the reasons for this comparatively high logging of time.

Due to the rigorous nature of the workload expected from a Mini-Corps student, they are expected to be healthy, vigorous, and motivated to work at the peak of their energy. However, illness may strike the most healthy among us. Persons who become ill with such diseases as the flu should be counseled to practice adequate health care and to avoid contaminating others especially children. Mini-Corps will allow five (5) days of sick leave per semester of work or four (4) days during a summer school session for excused absence for illness. State and Federal holidays are excused absences. If a Mini-Corps student is ill, he must phone the school at which he is assigned before 8:30AM. Failure to report an absence will result in docking the student a day's pay for each day of unexcused absence. Consecutive absences of more than two (2) days must be verified by a written medical excuse. Chronic or long term illnesses or injuries may be grounds for dismissal at the discretion of Mini-Corps. Team Leaders shall submit attendance forms including every student they supervise prior to each pay period.

Communications and Liaison: Team Leaders should check to see that every Mini-Corps student has access to a telephone and has recorded in their permanent record book the following telephone numbers: Their Team Leader, their Liaison, Mini-Corps Headquarters, the nearest Fire Department, local Police or Sheriff and a local Physician or Clinic.

Mini-Corps students engage in afternoon and evening activities during which they may be unsupervised. Team Leaders should warn Mini-Corps students not to attempt to handle problems or emergencies for which they may not be qualified to deliver a suitable service. For example, discovery of sickness or injury requires the calling of a physician, quarrels among other persons should be avoided, or family disputes are usually better handled by appropriate community agencies. Problems encountered in the school setting should first be discussed with supervising teachers. Team Leaders must never usurp the authority of the school by attempting to handle school related problems outside of the authority and knowledge of authorized school personnel. If interpersonal conflicts arise, say between a Mini-Corps student and a teacher, and such problems cannot be resolved between the involved individuals, the case should be brought to the principal for resolution. Remember that the corpsperson is a student and subordinate to the Supervising Teacher and the Team Leader. Should disciplinary action be indicated, the case should be referred, in writing, to Mini-Corps Headquarters for adjudication

An end of term written report will be required from Team Leaders. However, Team Leaders should communicate problems directly to Mini-Corps Headquarters as they occur. Emergencies should be communicated to Mini-Corps by telephone, otherwise written correspondence will usually suffice.

It is appropriate to end this memo by stressing that Team Leaders should also report exemplary happenings directly to Mini-Corps as they occur. For example, Mini-Corps will be very interested in community events planned and conducted by Mini-Corps students. Also, innovative, creative or scholarly performance should be rewarded by reporting these occurances to Mini-Corps so that we may send congratulatory letters to high performing students.

We may ask each Team Leader to conduct a poll at the end of the term to elect the most productive corpspersons for a special service citation.

It is the responsibility of Team Leaders (or coordinators) to disseminate this information to all Supervising Teachers and all Mini-Corps students during the first week of service.

END OF YEAR EVALUATION REPORT FROM MINI-CORPS STUDENTS

NAME OF MINI-CORPSPERSON________________________________
YEARS IN MINI-CORPS: 1st__ 2nd__ 3rd__ 4th__ (check one)
COLLEGE YOU ATTEND________________________________
SCHOOL AND DISTRICT YOU WORKED IN________________________________
NAME OF SUPERVISING TEACHER________________________________
DATE OF THIS REPORT________________________________

Directions: Please complete every question. The following questions are intended to supplement information we have already obtained through studying your completed Weekly or Monthly Logs, Home Visitation Reports, and the Mid-Year Essay Evaluation which you completed in February, 1976.

The main objective for this end of year evaluation form is to obtain a summary report of your last year's accomplishments and problems during the past school year of service.

1. What do you consider to have been your three most successful accomplishments as a Mini-Corpsperson during this past school year of service?

   A.

   B.

   C.

2. What do you consider to have been your three least successful experiences or problems during the past school year of experience?

   A.

   B.

   C.

3. In the chart following, list the exact titles of all of the preservice or in-service training sessions you have attended this past school year (since August, 1975). Rate the overall usefulness and quality of each session or workshop you attended:

Exact Title of Training Session Attended	Name(s) of Presentors	Check Your Rating of Overall Quality and Usefulness of Training You Received				
		Very High	Above Average	Average	Below Average	Low

4. How many hours did you spend in actual planning with your classroom teacher on the job each week when you were actually working with the class?

5. How often did your Mini-Corps college supervisor visit you in the classroom during the past semester (February through May, 1976)? (Number of times)________________ (total number of hours supervisor spent with you in the classroom)________________.

6. Following are the approved performance objectives of Mini-Corps. After reading each of the five performance objectives, indicate by checking "yes or no" whether or not you obtained experience or training in how to perform these objectives during the past school year. Then, rate your overall growth and development toward these objectives.

I. The Mini-Corps students will acquire cumulative competencies in diagnosing the learning needs of migrant children; designing, prescribing and assessing individualized instruction consistent with the California Master Plan.
Received Training: Yes___ No___
On The Job Experience: Yes___ No___
I have achieved:

Professional Level	High College Student Level	High Student Level	Average Classroom Aide Level	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐	☐	☐

II. The Mini-Corps students will acquire competencies necessary to teach communication skills in English including: (a) aural-oral language development, (b) Reading Development, (c) Written Expression.
Received Training: Yes___ No___
On The Job Experience: Yes___ No___
I have achieved:

Professional Level	High College Student Level	High Student Level	Average Classroom Aide Level	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐	☐	☐

III. The Mini-Corps students will acquire competencies that will enable them to enhance the personal development of Migrant Chidlren through Spanish linguistic studies, cultural studies including colloquial literature, drama, music and fine arts.
Received Training: Yes___ No___
On The Job Experience: Yes___ No___
I have achieved:

Professional Level	High College Student Level	High Student Level	Average Classroom Aide Level	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐	☐	☐

IV. The Mini-Corps students will acquire the competency to translate appropriate instructional materials for non-English-speaking Migrant Children and communications to their parents.
Received Training: Yes___ No___
On The Job Experience: Yes___ No___
I have achieved:

Professional Level	High College Student Level	High Student Level	Average Classroom Aide Level	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐	☐	☐

V. The Mini-Corps students will acquire personal characteristics that will enhance their role as models for Migrant Children.
Received Training: Yes___ No___
On The Job Experience: Yes___ No___
I have achieved:

Professional Level	High College Student Level	High Student Level	Average Classroom Aide Level	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐	☐	☐

7. Please complete the following ratings to summarize your satisfaction with the Mini-Corps Program during the past school year:

FACTORS TO BE EVALUATED	4. Excellent	3. Good	2. Fair	1. Poor
1. The quality of my classroom experience				
2. The supervision I received from my college supervisor				
3. The supervision I received from my classroom supervising teacher				
4. The overall quality of the in-service training I received this past school year.				
5. The quality of my college course work in preparing me to teach migrant children.				
6. Communications with state-wide Mini-Corps operations.				
7. Overall effectiveness of this school year Mini-Corps Program in meeting the local needs of migrant children in our area.				
8. Support, advice and services we provided to migrant families in our community.				
9. Effectiveness of our local Mini-Corps Home Visitation Program.				
10. Level of support my college afforded me in addition to that provided by my Mini-Corps college supervisor.				
11. School and community acceptance of our local Mini-Corps college program.				

END OF SUMMER EVALUATION REPORT FROM MINI-CORPS STUDENTS

NAME OF MINI-CORPSPERSON________________________________
YEARS IN MINI-CORPS: 1st___ 2nd___ 3rd___ 4th___ (check one)
COLLEGE YOU ATTEND________________________________
SCHOOL AND DISTRICT YOU WORKED IN____________________ Region_______
NAME OF SUPERVISING TEACHER______________________________
NAME OF TEAM LEADER____________________
DATE OF THIS REPORT____________________

Directions: Please complete every question. The following questions are intended to supplement information we have already obtained through studying your completed Weekly Logs and Home Visitation Reports.

The main objective for this end of summer evaluation form is to obtain a summary report of your summer accomplishments and problems.

1. What do you consider to have been your three most successful accomplishments as a Mini-Corpsperson during this past summer of service?

   A.

   B.

   C.

2. What do you consider to have been you three least successful experiences or problems during the past summer of experience?

   A.

   B.

   C.

3. How many hours did you spend in actual planning with your classroom teacher on the job each week when you were actually working with the class?_________ hours.

4. Did your Team Leader visit you:
   Less than once a week? Yes___ No___
   Once a week? Yes___ No___
   Twice a week? Yes___ No___
   More than twice a week? Yes___ No___
   Total number of hours supervisor spent with you in the classroom:_________ hours.
   Your total number of, weeks of work:________________ weeks.

5. Following are the approved performance objectives of Mini-Corps. After reading each of the five performance objectives, indicate by checking "yes or no" whether or not you obtained experience or training in how to perform these objectives during this past summer. Then, rate your overall growth and development toward these objectives.

I. "The Mini-Corps students will acquire cumulative competencies in diagnosing the learning needs of migrant children; designing, prescribing and assessing individualized instruction consistent with the California Master Plan."

Received Training: Yes___ No___

On The Job Experience: Yes___ No___

I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

II. "The Mini-Corps students will acquire competencies necessary to teach communication skills in English including: (a) aural-oral language development, (b) Reading Development, (c) Written Expression."

Received Training: Yes___ No___

On The Job Experience: Yes___ No___

I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

III. "The Mini-Corps students will acquire competencies that will enable them to enhance the personal development of Migrant Children through Spanish linguistic studies, cultural studies including colloquial literature, drama, music and fine arts."

Received Training: Yes___ No___

On The Job Experience: Yes___ No___

I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

IV. "The Mini-Corps students will acquire the competency to translate appropriate instructional materials for non-English-speaking Migrant Children and communications to their parents."

Received Training: Yes___ No___

On The Job Experience: Yes___ No___

I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

V. "The Mini-Corps students will acquire personal characteristics that will enhance their role as models for Migrant Children."

Received Training: Yes___No___
On The Job Experience: Yes___No___
I have achieved:

Fully Developed Professional Level	Much Improvement This Summer	I Need Improvement	I Am Dissatisfied With My Level
☐	☐	☐	☐

6. Please complete the following ratings to summarize your satisfaction with the Mini-Corps Program during the past summer.

FACTORS TO BE EVALUATED	4. Excellent	3. Good	2. Fair	1. Poor
1. The quality of my classroom experience				
2. The supervision I recieved from my team leader				
3. The supervision I recieved from my classroom supervising teacher				
4. The overall quality of the in-service training I received this past summer				
5. The quality of my college course work in preparing me to teach migrant children.				
6. Communications with state-wide Mini-Corps operations.				
7. Overall effectiveness of this summer Mini-Corps Program in meeting the local needs of migrant children in our area.				
8. Support, advice and services we provided to migrant families in our community.				
9. Effectiveness of our local Mini-Corps Home Visitation Program.				
10. School and community acceptance of our local Mini-Corps summer Program.				

Please list any specific unsolved problems and recommendations you may have for improvement of any aspect of the Mini-Corps Program. Please be sure to include any recommendations you may have offered during the Chico workshop or to your Team Leaders. This list of problems and recommendations will be compiled and submitted to Mini-Corps student committees for study and action.

Attached are listed the workshop sessions you attended at Chico. First, write "yes or no" in front of each workshop session to indicate whether or not you actually used the workshop materials and instructions during your work this summer. Next, disregarding your earlier ratings, rate all of the workshops in terms of their actual usefulness for your work this past summer.

STUDENT APPRAISAL
STATEWIDE MINI-CORPS WORKSHOP HELD JUNE 6-19, 1976

NAME

COLLEGE ATTENDED

HOME ADDRESS

SCHOOL DISTRICT ASSIGNMENT

Years in College: ___ 1st (New) ___ 2nd ___ 3rd ___ 4th

1. Below are the nine (9) sessions you attended during this workshop. Please rate each session in terms of the usefulness and thoroughness of the material and instruction you received.

SESSIONS	High Usefulness	Above Average Usefulness	Average Usefulness	Low Average Usefulness	Low Usefulness
Session on Science - Bill Zeller					
Session on Math - Steve Newstat					
Session on Language Arts - Bill Kenney					
Session on Cultural Awareness - Steve Rivas					
Session on Reading - Ron Zolezzi					
Session on Management Techniques - Hank Peterson					
ESL, Part I - Marge Rivas					
ESL, PART II - Irene Mancillas					
Session on Outdoor Education - Frank Donez and Silas Sanchez					